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ISSUES SURROUNDING STUDENT BEHAVIOR: Exploring the Continuum

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Contents

3

Exploring the Continuum of Student Behavior

4

Look Good, Feel Good—Revitalize Yourself Through Exercise

6

Bully-Proofing Your School: A Comprehensive Approach

9

Bullying: The Hidden Threat to a Safe School

11

Battling Bullies In the Classroom: What Teachers Can Do

13

Emotional Disturbance: What's in a Name?

14

Teacher Anger Management

17

This Odyssey We Call School

18

Behavior Management in the Resource Room:
Good For Nothing Kids

20

The Alternation to Failure-Success

22

We Don't Want to Give Them Away—
We Want to Give Them a Chance!

24

An Alternative to "Sink or Swim"

25-37

Resources, Monthly Updates, Service Directory and Calendar

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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.

Exploring the Continuum of

Student Behavior

From The Editors.....

As I sit here in my office looking out my window on this rainy morning, watching workers in orange suits holding traffic control signs moving the flow of traffic and thinking about this edition of *The Utah Special Educator*, many thoughts and analogies are running through my mind. It is always amazing to me how a few people can either make a situation that is taking place manageable or difficult depending upon their attitude to their job, their responsibility to those around them and their environment. Any person who drives the big trucks, semis, cars, vans, bikes or any other moving vehicle has just as much right to move along this street as the next—unless those wielding the signs and driving the big equipment have placed holes and pipes and all manner of distractions in the way. Then we start being diverted this way and that, getting frustrated, giving up, turning around, taking alternative routes or just plain stop going this way anymore. Why is this happening? Who is responsible for this? Is it the men in the orange suits? The big machinery drivers, the people who have decided to take this route? Who?

Just as the workers in the orange suits are doing their jobs, so are the educators and administrators in our schools. All types of students move through the schoolhouse door each day and each student has every right to pass through those halls on their way to their final goal. There will be obstacles placed in the way of students, teachers and administrators on a daily basis. The key is how these obstacles are handled. Will those in charge of diverting the flow do so with an attitude that each student is worth the time and effort it takes to make the transition successful? Often in an educator's life doing just that—taking the time, making the effort and having the attitude—feels overwhelming!

This is really not a commentary on the variety of ways we struggle to get around the road construction going on in all of our lives. The picture just struck me and helped me visualize what we are struggling with in our schools in relationship to the escalating prevalence of behavior problems and the continuum of services that schools are being asked to provide. Teachers and administrators express frustration and concern and at times feel powerless to support the students in the least restrictive environment

appropriate to their needs. They are being asked to do more and more, with little or no resources to begin to tackle these unrealistic expectations.

In an article published by the U.S. Office of Special Education Programs on October 31, 2000 entitled *Youth with Disabilities in the Juvenile Justice System* it stated that “an estimated 30 to 50 percent of youth in juvenile corrections are identified as youth with disabilities.” It attributed this high representation of youth with disabilities to the same issues we struggle with on a daily basis, such as poorly developed social skills, school failure and inadequate school and community supports. The article went on to say that “one of the key principles for working with youth with disabilities and who are either at risk for or currently involved in the juvenile justice system includes a three-pronged approach. These include: 1) preventing antisocial behavior among youth, 2) providing appropriate Special Education Services in Juvenile corrections and related systems, and 3) facilitating the process of transition as youth leave correctional facilities and re-enter their home schools and communities.”

In previous editions of *The Utah Special Educator* we have addressed issues of behavior management strategies, which are considered one level of prevention. Therefore, this issue is dedicated to a continuum of prevention strategies from bullying to secondary youth that are at risk of or are transitioning in and out of the Juvenile Justice System back into their home schools. We all know that in this day and age the classroom teacher cannot do this alone. We need a variety of supports from outside the schoolhouse doors to provide each student with the knowledge that they matter. Within these pages is just a sampling of ideas that dedicated educators are doing to tackle this momentous job. I am confident that there are ideas that you as a reader can use tomorrow in your classrooms that will begin to assist you in this endeavor.

There is a huge piece of machinery still sitting in the road outside my window. There are still roadblocks up but I don't see any men in orange suits around. The traffic seems to be moving quite smoothly now. Maybe for the time being the issue was resolved and everyone involved has decided on a plan to get to their destination. ■



Cheryl Hostetter, Editor
Tracy Knickerbocker,
Co-Editor

Look Good, Feel Good

Revitalize Yourself Through Exercise

Seasons Greetings Everyone! Hope you have been enjoying the TLC 101 section of your Special Educator. This time of year is meant to be filled with merriment, happiness, appreciation, love and joy. Too often in our attempt to do the impossible and fulfill everyone's expectations our holiday ends in disappointment, depression, stress and illness.

Please follow Kim Hart's advice to take time for yourself to exercise and enjoy the many benefits. This is a gift we can and must give ourselves if we expect to give of ourselves during this time of year.

*May you all enjoy a Healthy Happy Holiday and a Peaceful New Year.
Jim Curtice*

Exercise helps us look better, feel better, move easier, and stay healthy. Exercise is also well known for reducing our risk of developing certain diseases, but have you thought about how exercise influences your mood and stress levels?

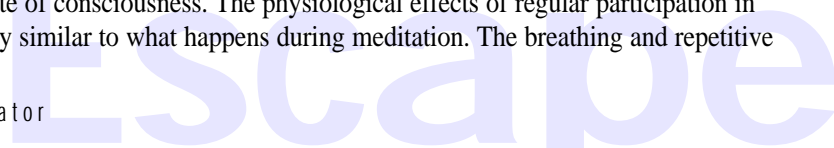
When stress occurs thousands of biochemical reactions occur in the body, commonly known as the fight or flight response. This physical response is the body's method to prepare for survival. However today, we mostly experience psycho-social stress, eliminating the need for a physical response. Without a physical response byproducts of the stress response continue to circulate in the body and have the potential to create physical illness (e.g., cortisol secretion's impact on the immune system). Regular exercise is a great method for removing the byproducts of the stress response by providing the opportunity to simulate the fighting or running dictated by the fight or flight phenomenon. Regular exercise allows the body to return to a balanced state faster and helps reduce the physical impact of psycho-social stress.

Releases Anger

Physical activity can be a healthy purging for most hostile emotions. Used appropriately, exercise provides a socially acceptable means of physically releasing negative energy. Whether one gets in a racquetball court and bangs away at a ball, or runs hard up a hill, the physical release of energy appears to dissipate feelings of anger in a healthy way.

Meditation through Movement

Certain forms of exercise (running, swimming, biking) require a consistent repetitive motion that can alter one's state of consciousness. The physiological effects of regular participation in these activities are very similar to what happens during meditation. The breathing and repetitive



movement act as a sort of mantra and may in part be responsible for the feelings of calmness and tranquility.

Self-Esteem Boost

High self-esteem and self-efficacy are associated with increased ability to cope with high stress levels. Exercise builds self-esteem and self-efficacy in a number of ways. Exercise provides increased feelings of self worth, feelings of social acceptance and status, positively alters one's body image, and provides physical challenges that when conquered, give feelings of self efficacy.

A Means for Escape

For some, exercise is a solitary escape from the daily toils. The escape can be a bicycle ride, a walk, a swim in a lap pool, or any other form of physical exertion that provides a means to recharge energy levels. Exercise is a good time to reflect on issues of importance and stimulate creative problem solving.

Muscle Tension

During stress, muscles contract or tense, losing normal resting muscle tone. Physical activity allows muscles to work, release stored energy so muscles can return to normal resting potential. Stress, which produces pain and discomfort, for example a tension headache, can be relieved through exercise. Stretching and yoga are also effective in reducing muscular tension.

The Blues

Research studies conducted among 400 adults, which involved questions on individual's health, mental health, and lifestyle, found respondents who exercised consistently experienced less depression, anxiety, and insomnia. The mechanism is thought to be a boost, provided by exercise, in serotonin levels in the brain (neurotransmitter which plays a key role in one's sense of well-being). The positive mood states associated with frequent exercise are so significant that some have suggested that this is a more effective treatment for clinical depression than either psychotherapy, or the use of anti-depression drugs.

Insomnia

A symptom of stress overload is the inability to sleep. Exercise has been shown to be very effective in helping some individuals fall asleep easily and sleep more soundly.

Fighting that Cold

A physically fit individual's body will function at an optimal level and if this person becomes ill, injured, or even pregnant, they will demonstrate more stamina and greater resiliency to fight the discomfort. It is also likely that fit individuals will recover more quickly.



What is the Best Exercise?

The best exercise for you is something you enjoy doing. If you don't like running, then don't run. Involvement in negative activities will only exacerbate stress. Also, make the activity non-competitive. Your choice of activity should promote personal satisfaction and positive feelings. Activities performed at a long slow steady interval (aerobic) seem to have a calming effect on people, so if you enjoy weight lifting (anaerobic) I would recommend cross training in both aerobic and anaerobic exercise. How much exercise? The frequency and duration of exercise is determined by one's goals. Ideally one should attempt to do something physical each day to prepare for the stressors ahead or to decrease the residual effects of stress during the day.

General Recommendations

The therapeutic benefits of regular physical activity are without rival. Research has repeatedly shown exercise increases longevity while decreasing morbidity and mortality.

Stressed individuals often complain that they do not have time to exercise. There are many busy individuals, such as CEO's or the Governor, who make time to exercise on a daily basis. You also can find the time to do something daily that revitalizes and pampers yourself!

Recommended Reading

Self-Nurture: Learning to care for yourself as effectively as you care for everyone else. Alice Domar, Ph.D. ■

Bully-Proofing Your School: A Comprehensive Approach

Reprinted with permission. Reclaiming Children and Youth: Journal of Emotional and Behavioral Problems, 5, 35-39. Copyright (1996)

Carla Garrity, Kathryn Jens, William Porter, Nancy Sager, and Cam Short-Camilli

The authors describe a comprehensive prevention program designed to stop bullying in the elementary school. The goal of these strategies is to create a safer school environment for all by building within the school a culture that does not tolerate acts of physical or psychological aggression.

Most adults can recall the classroom bully, and many remember their own experiences of victimization. By recalling such intense memories, adults can reawaken strong emotions of fear and helplessness. But the children who are victims of a school bully live this trauma daily. They have a profound sense of powerlessness. And after suffering for years, many simply take matters in their own hands with self-destructive acts or lethal retaliation.

This is a serious problem in schools today. Dealing with this problem requires a comprehensive program that creates an environment where all children feel safe. This safety not only takes away the fear that bullies produce, it creates a culture in which students are recognized for their caring behaviors, compassion, and empathy.

There are five key groups that must be involved when implementing such comprehensive programs. Involving only one or two groups will result in failure, because the overall culture of the school will not change or the changes will not be maintained. The solution to bully-victim problems clearly requires the involvement of everyone in the school community. Thus educators should be sure to include each of the following stakeholders in the school:

1. *Teachers and Other Staff.* Students must know the staff will intervene. It is essential to train all staff members in conflict-resolution skills.
2. *The Silent Majority of Students.* Those children who are neither bullies nor victims are the foundation of the program. The power balance must shift from the bullies to this silent majority. Thus students must have the knowledge and skills to intervene on behalf of victims.
3. *The Bullies.* Bullies require their need for power to be re-channeled in prosocial directions. Many of these children can be taught how to use their positive strengths for leadership.
4. *The Victims.* Scapegoats require support, protection, and a means to increase their social and interpersonal skills. They must learn to stop blaming themselves. Creating a safer school environment helps these children feel protected as they learn better social skills and ways to use adult help.

5. *Parents.* Parents feel more secure when they know that their children are safe and that staff members will intervene when problems occur. A successful program must be actively supported by parents.

In order to become safe, many schools have used such methods as metal detectors and police dogs. But the most effective tool for keeping schools safe is to involve everyone in a caring culture and to instill the values of caring in their community and school. Placing power in the hands of the caring majority and encouraging them to use prosocial interventions assertively and positively is the best system.

Children will report bullying if they know that staff members will intervene effectively. We have labeled these bystanders “the silent majority” because they make up 85% of the school population; they usually know who the bullies and victims are, but they are too frightened to intervene. However, children in earlier grades, especially second and third grade, are eager to lend their support, provided they know they will be protected. The influence of this silent majority is a powerful resource and a key to the success of an anti-bullying program. These students will provide strength and support to the victims, which will in turn defuse the power of bullies. School officials learn that their job will be far easier when children take responsibility for creating and maintaining a positive school climate.

An African proverb states, “It takes a whole village to raise a child.” It was not so long ago that parents knew of their children’s misbehavior before they even arrived home, because neighbors and other community members informed them. Now communities are not as well connected. Rebuilding that connectedness within the school is a goal of a successful program.

STAFF TRAINING

The first step in implementing an anti-bullying program is to train everyone in the school environment: the librarian, kitchen staff, hallway monitors, bus drivers, and playground aides. Bullying often takes place outside of the classroom, and these staff members are as critical as teachers to the success of the program.

In the “Bully-Proofing” approach we use, there are six basic lessons combined into a half-day or full-day inservice program. The first two lessons focus on the often subtle differences between normal peer conflict and bullying. Current research is shared, and common myths about bullying are dispelled through a myth/fact exercise (Olweus, 1978. Perry et al., 1988). Different types of bullying behaviors are explored, and the long-term consequences for both bullies and victims are examined (see Table 1). Participants often are deeply affected by the serious outcomes bullies face as adults when problem behaviors continue without intervention.

Bullying Behaviors

Mild _____

Moderate _____

Severe _____

Physical Aggression

Pushing Shoving Spitting	Kicking Hitting	Defacing property Sealing	Physical acts that are demeaning and humiliating but not bodily harmful (e.g., de-panting) Locking in a closet or confined space	Physical violence against family or friends	Threatening with a weapon Inflicting bodily harm
Gossiping Embarrassing someone	Setting up to look foolish Spreading rumors	Ethnic slurs Setting up to take the blame	Publicly humiliating (i.e., revealing personal information) Excluding from group Social rejection	Maliciously excluding Manipulating social order to achieve rejection Malicious rumour-mongering	Threatening with total isolation by peer group
Mocking Name-calling Dirty looks Taunting	Teasing about clothing or possessions	Teasing about appearance	Intimidating phone calls	Verbal threats of aggression against property or possessions	Verbal threats of violence or of inflicting bodily harm
Threatening to reveal personal information Graffiti Public challenge to do something	Defacing property or clothing Playing a dirty trick	Taking possessions (lunch, clothing, toys)	Extortion	Threats of using coercion against family or friends	Coercion Threatening with a weapon

TABLE 1

Staff members are encouraged to openly discuss their feelings and beliefs about intervening with aggressive children. In these discussions, staff members often share their own experiences as children. Many relate to being an onlooker (silent majority) and being uncomfortable with bullying but feeling helpless to intervene. The recognition of these feelings of helplessness on the part of the majority provide the foundation for building a schoolwide model.

The next four sessions are interactive and focus on building a cohesive school team. Staff members complete a conflict resolution survey and identify their own and others' predominant styles of dealing with conflict. The trainer seeks acknowledgment that different styles of handling conflict are valuable and that the combination of styles creates an effective team. This also helps staff to identify those who are more comfortable dealing with different aspects of the intervention, so that they learn to draw on one another's strengths.

For example, some staff members are more comfortable when confronting bullies, and others are better at soothing a victim. We have found that bullies benefit from a "no nonsense" approach; bullies need to be confronted and told clearly that their behavior will not be tolerated. Surprisingly, few staff members take this approach. Victims, on the other hand, do best with a soothing and comforting style; and many teachers and mental-health team members easily use this approach.

The next step in the process is to use bullying and peer conflict scenarios in group sessions to train the staff when and how to intervene. We have found that helping professionals eagerly participate in these scenarios and learn to use a variety of conflict-resolution styles. They develop camaraderie, and everyone learns how to work together.

In the next step, participants are provided an overview of classroom curriculum ideas generated by other teachers to integrate bully-proofing into their daily curriculum. For example, some teachers use a literature unit with books on bullies and victims. Other teachers keep a bulletin board of caring acts and display children's anti-bullying artwork. Another example is a school where students and teachers produced a musical about bully-proofing, which they called "Bully Free for You and Me." Their presentation to the entire community got overwhelming support.

The final aspect of training involves all staff members working together to develop a plan for implementing actions for the entire school. This is most successful when schools plan exact dates for actions and identify specifically who will carry out each part. The plan also should include a follow-up and review for discussions of successes and problems.

An important factor in the success of staff training is understanding the specific characteristics of the staff and the community it serves. Such issues as administrative style, organization of the school, and the socioeconomic and racial makeup of the community make significant differences in how schools will act. Issues of discrimination and power imbalances outside the classroom often affect school bullying. Students need to learn that whatever their experience is outside school, the milieu in the school will be one of safety and caring. They learn to support this positive, caring atmosphere by seeing these behaviors modeled and rewarded by staff members.

Continued pg. 8

CLASSROOM INTERVENTION

Classroom intervention is a crucial part of a bully-proofing program because it empowers children to stand up to bullies and to help victims. Our classroom curriculum begins with instruction about the concept of bullying. This is followed by a student survey about how safe they feel at school.

In the second session, students receive feedback about the results of the survey. We then teach three bully-proofing classroom rules (see Table 2). In subsequent sessions, students are taught six strategies to use if someone is bullying them (see Table 3) and four strategies to use as helpers when they see bullying going on (see Table 4). The strategies are practiced with role-plays, and helping behaviors are reinforced by a weekly "I caught you caring" session in the classroom.

Rules for Bully-Proofing Our Classroom

1. We will not bully other students.
2. We will help others who are being bullied by speaking out and by getting adult help.
3. We will use extra effort to include all students in activities at our school.

TABLE 2

What I Can Do If I Am Being Bullied

HA	HA,	SO
Help	Humor	Self-Talk
Assert	Avoid	Own It

TABLE 3

What I Can Do If I See Someone Being Bullied

C A R E

Creative Problem Solving

Adult Help

Relate and Join

Empathy

TABLE 4

This curriculum is a core component of the program, because bullying occurs more frequently and severely when adults are not present. Peers must be ready to intervene appropriately in those situations. Like other components of the program, the classroom instruction works best when it is integrated with a comprehensive schoolwide intervention model that supports student actions.

All children need adult help with moderate to severe bullying (see Table 1), but some children require help with even mild bullying, such as pushing,

shoving, and name-calling. Special needs students may be at increased risk for victimization, due to physical or emotional characteristics. A special needs student, even in an integrated setting, may be less well-integrated socially and lack the protection against bullying that a wealth of friendships provides. Other children who may require intensive support against victimization are:

- Children who lack social skills needed to initiate and maintain friendships.
- Children who are isolated, anxious, insecure, or cry easily.
- Children who exhibit fragile self-esteem.
- Children who have experienced a previous trauma.
- Children with emotional, behavioral, or attentional difficulties.
- Children who are physically weak or small in size (especially for boys).
- Children who use money, toys, or bribes to protect themselves.
- Children new to a school who have not adjusted well after an adequate period of time.

A supportive, nurturing, small-group or individual setting encourages victimized children and provides a safe place to express feelings, state needs, and practice new skills. The following tactics can help a victim decrease his or her victimization:

Teach a repertoire of friendship-making skills. Some chronic victims, because of their lowered self-esteem, feel they deserve poor treatment from fellow students. It is important to assess the student's current friendships and to teach specific skills necessary to develop positive friendships. Some specific tips for making friends include:

- Try to join kids who are friendly and who like the same things you like.
- It is easiest to join one child or a group of four or more.
- Remember that "no" does not always mean "never." It could mean "not right now" or "try again later."
- Observe the activity you want to join and imitate what others are doing in the group.

Develop an understanding that self-esteem affects friendships and how one handles bullies. Since low self-esteem is a common feature of victims, building positive self-esteem cannot be overemphasized. Try to provide as many opportunities as possible for the student to succeed.

Teach skills that help victims feel empowered and better able to handle bullying. "Giving the right message" and "getting the right message" are critical. A confident, assertive demeanor needs to replace the "victim stance." Victims should learn effective come-back statements that attack the problem or behavior, not the person. They should learn to use these statements in conjunction with "I statements." And they should keep their responses short. In addition, it is crucial for the victim to learn to interpret a bullying situation accurately. Victims need the important skills of recognizing nonverbal cues and reflective listening.

Children who are frequent targets of bullying benefit greatly from a "trusted adult" who can become their advocate. It is important to help children identify someone to whom they can talk about ongoing victimization. The advocate can review the skills learned by the child and intervene when situations require intervention.

Promoting adult advocacy increases the awareness that no classroom is immune to bullying behavior. Adult advocacy also encourages interventions that promote safe environments. It is this type of atmosphere that will prevent children from needing to deal with pain.

The authors can be contacted at the Cherry Creek Schools, Student Achievement Services, 4700 South Yosemite Street, Englewood, Colorado 80111. Bully-Proofing Your School is available from the publisher, Sopris West, at (800) 5476747, FAX (303) 776-5934, or on the internet at <http://www.sopriswest.com>. ■

Bullying:

The Hidden Threat To A Safe School

Dear Mr. Douglas,

I need to talk to you about the way kids are teasing Jake. They are saying things like, “Don’t play with Jake because you will get Jake-germs.” Sometimes when Jake chases them on the playground it’s because they have been teasing him, but the teachers don’t know it. In line between classes, the kids whisper things about him. You can’t hear it, but it happens every day. I don’t want to get people in trouble, but you have to do something.—Jeff

If somebody has trouble with reading and has special education, kids will say, “Everyone is smart except Natalya, who is dumb.” Natalya was even crying in the bathroom last week, but the teacher didn’t even know about it.— a second-grader.

Bullying hurts the victim, the bully, and also the bystanders, as these student letters reflect. This article takes a look at how educators can stop the hurtful cycle of bullying in schools.

What is Bullying?

Bullying can be defined as repeated physical or psychological intimidation that creates, over time, a pattern of abuse and harassment.¹ One anti-bullying group describes three types of bullies:

- **Physical bullies** hurt people and/or property.
- **Verbal bullies** use humiliating, insulting comments. In contrast to physical bullies, they often go undetected.
- **Relational bullies**, often girls, influence their peers to reject or exclude another child.²

Physical bullies as well as their victims are usually males.³ Female bullies resort to more “relational” verbal and manipulative tactics. Bullies often come from homes where punishment is physical and parents are emotionally distant or uninvolved. Bullies do tend to view the world as threatening, often misinterpreting others’ behavior.⁴ It’s a myth that bullies suffer from low self-esteem; research does not support this.

What About the Victims? Who are They?

Surprisingly, bullies do not pick on students because they are different (e.g., wearing glasses, overweight). However, victims are generally younger or weaker, leading researchers to cite imbalance of power as a key factor in bullying. The bully’s intent is to create fear or distress in the victim.⁵

Discussion Questions: How are typical childhood teasing and roughhousing different from bullying? When do parents and educators need to draw the line? How does your school discipline code define harassment and intimidation?

Continued pg. 10



How Prevalent is the Problem of Bullying?

A recent Weekly Reader Bully Survey of 15,000 fourth graders found that 87% of respondents had been bullied.⁶ Research studies have indicated that 1 in every 10 students is regularly harassed or hurt by bullies.⁷ Physical harassment begins in elementary schools, peaks during the middle school period, and seems to decline through high school. However, verbal harassment remains constant through the upper grades.

How Serious is the Problem?

Studies have indicated that 7% of American eighth-graders miss school monthly to avoid being hurt or harassed. Victims often suffer lifetime consequences (e.g., depression, low self-esteem). News reports have depicted victims who went on to injure or kill their aggressors.

I can still remember the year I was “the victim.” They put a dead animal in my locker, but I didn’t tell anyone. I figured it would only get worse if I told my parents. I still have nightmares about it.

Amanda, a graduate student

Bullies as well as their victims suffer the consequences. As many as 60% of bullies may grow up to have a criminal record.⁸ Unfortunately, parents and teachers may not be aware of the problem, or may underestimate its effects. Student surveys indicate that youth do not believe that adults will help.⁹ This brings us to the first step in “bully-proofing” your school: assessment.

How Do You Know if Bullying is a Problem?

The first step in prevention is to ask students. There are several ways to assess bullying. One effective approach is to survey students (even anonymously) by asking them to respond to the following question: “Is there any place on the way to school, at school, or on the way home from school where you do not feel comfortable and safe?” A further step is to ask students personally or through an essay to offer suggestions about what would make their school a safer place. Many schools have found a silent complaint procedure helpful. Provide students, employees, and parents with silent complaint forms to complete whenever they have a safety concern. (The forms are called “silent” because they do not have to be signed.)

Discussion Questions: *How do students in your school alert you to unsafe situations? Do you rely merely on adult information? How can you conduct ongoing safety assessments, making them part of the normal school routine? What would you do for younger students?*

What Do You Tell Teachers and Parents?

Parents and teachers may question why a school needs bully prevention strategies. To increase awareness, you might show the excellent video, *Set Straight on Bullies*.

Remind teachers and parents that all of us—especially children—are entitled to work and go to school in an environment that is free of fear and intimidation. Adults have a responsibility to protect all students in their care. To protect students, adults must first be aware of the problem situations identified by students. Secondly, adults must endorse and enforce zero tolerance for harassment. Thirdly, adults must be accessible and trustworthy when students approach them with problems or with suggestions. Finally, adults must be willing to share the responsibility for a safe school by supervising all areas of the building and following through on commitments made to students.

I used to downplay the problem. Then a police officer said to me, “If an adult did to you what these kids just did to their classmate, you could file assault charges. Just because they are kids in a school does not change the fact that this is a crime.” That really made me think.

Jack, a vice-principal

What Do You Tell Students?

The important messages are these:

- We intend to run a safe school where everyone is free to learn without threats, aggression, or intimidation. We will not tolerate physical or verbal harassment.
- Every student has a right to a safe school. Adults do not put up with harassment in their jobs, and you do not have to tolerate it in school.
- If you do not feel safe, we are here to help you. You do not have to deal with a bully by yourself.
- It is okay to let an adult know what is bothering you. If you are concerned because of what is happening to another student, you need to let us know. You will not be laughed at or made to feel bad if you seek adult assistance.
- You are an important part of our safe school. We value your suggestions and we will listen when you offer them. After all, you know this school in ways that we adults do not.

Summary

Successful prevention programs have relied on these five components:

- Staff development on bullying and its consequences;
- Family awareness activities, including policies and an overview of what students and parents can do if they suspect bullying;
- Assessment of unsafe and potentially unsafe situations;
- Enforcement of a strict policy against harassment and intimidation; and
- Ongoing review of student and adult perceptions of how to improve the safety of the school.

We hope that this overview provides you with some steps to take in keeping your school safe for all students.

¹ Batche, G.M. & Knoff, H.M. (1994) Bullies and their victims: Understanding a pervasive problem in the schools. *School Psychology Review*, 23 (2), 165-174.

² Bully B’Ware Productions. (1999) More information on bullying. (<http://www.bullybeware.com> or call 1-888-552-8559)

³ Banks, R. (1997). *Bullying in schools*. ERIC Digest ED407154. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.

⁴ National School Safety Center (1993) *School bullying and victimization*: NCSS Resource Paper. Malibu, CA: Pepperdine University.

⁵ National School Safety Center (1993) *School bullying and victimization*: NCSS Resource Paper. Malibu, CA: Pepperdine University.

⁶ Weekly Reader Edition 4 (1998). Kid News: Results of the Weekly Reader Bully Survey.

⁷ Greenbaum, S; Turner, B., & Stevens, R. (1989) *Set straight on bullies*. Malibu, CA: National School Safety Center.

⁸ Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Cambridge, MA: Blackwell

⁹ Charach, A., Pepler, D., & Ziegler, S. (1995) Bullying at school—A Canadian perspective: A survey of problems and suggestions for intervention. *Education Canada*, 35 (1), 12-18



Facts about bullying:

- Approximately one in seven school children are either bullies or victims of bullying
- Approximately 5 million elementary and junior high school students in the United States are affected by bullying
- Approximately 282,000 students are physically attacked in America's secondary schools each month
- An estimated 525,000 attacks, shakedowns and robberies occur in an average month in public secondary schools
- In a typical month about 125,000 secondary school teachers (12 percent) are threatened with physical harm and approximately 5200 are actually physically attacked
- Almost 8 percent of urban junior and senior high school students miss one day of school each month because they are afraid to attend
(Batsche & Moore, 1992)

Battling Bullies in the Classroom: What Teachers Can Do

What is Bullying Behavior?

An imbalance of power in emotional or physical strength usually exists between a bully and a victim. Bullying involves repeated negative actions towards a victim. Negative emotional actions may include: intimidating, name-calling, threatening, teasing, taunting, writing graffiti, and social alienation. Negative physical actions may include: hitting, slapping, tearing clothes, shoving, spitting, stealing, threats or actual use of a weapon.

According to the violence continuum, as diagramed by Courtesy and Respect Empower (CARE) as part of the Helena Community Success Initiative, "bullying" is the fifth step of a 18 step continuum that begins with "put downs" and culminates with "suicide." As potentially violent behaviors move up the continuum, the line between legal and illegal behaviors is crossed at around the "pushing" or "fighting" levels. In order to help reduce and prevent violent behaviors in schools, we as educators need to intervene at the "put down" level and not wait until a student has moved up the continuum to using violent behavior that can result in emotional or physical harm and legal problems.

How Can Educators Help a Bully?

The following are specific strategies that can be implemented in the school setting:

Teachers and administrators should work to increase the number of positive interactions directed towards children on a daily

basis. The ratio should be approximately 4 positives for each negative. Educators must "catch" students being good.

ACTION LINK

Become a wandering teacher. This is one of the most effective, yet underused strategies for delivering positive reinforcement to students. A smile, wink, nod, pat on the back, or positive statement can be delivered quickly and easily. Teachers can also develop a self-monitoring system for themselves, which allows for the tracking of the ratio of positive to negative interactions with students. Set a goal for delivering positives and keep score using tally marks or keeping track of how many "caught you being good" tickets you gave out during the day.

Interventions should emphasize restitution and positive practice rather than humiliation, in-school suspension or expulsion. Bullies should not be removed from the school setting unless absolutely necessary. Missed instructional time and social opportunities only increase the likelihood of antisocial behaviors.

ACTION LINK

Bullies should be encouraged to apologize to their victims either in person or by letter. Appropriate social skills should be taught to the student, practiced, and reinforced for use in future situations. Whether these skills are taught in the classroom or in an alternative setting, removal from the learning environment should be kept to a minimum. A student who exhibits bullying behaviors may also

Continued pg. 12

be put in a position of responsibility in order to help other students within their own classroom or with younger students.

Establish a set of classroom or school-wide rules that create an environment where proactive strategies are used to reduce problem behaviors. Rules should form the nucleus of the types of behavior a teacher expects from the students in the classroom (Rhode, Jenson, & Reavis, 1992).

ACTION LINK

Rules should be kept to a maximum of 5 for each classroom. The wording of rules should be simple, specific, and positive. Make rules observable (behaviors that can be seen), measurable (behaviors that can be counted), and tied to positive and negative consequences. Several times during the year take the time to re-teach your school and classroom rules to your students. It is highly likely that after school holidays and long weekends, that a quick reminder will greatly benefit your students and make your classroom easier to manage.

Laminated rules and consequences posters can be obtained at no cost, as an educator in Utah, from Utah's BEST Project. Contact Natalie or Mishele at 801-274-5285.

In classrooms where there are a number of students with bullying behaviors, social skills training sessions can be implemented in the classroom or school-wide. Social skills training should be implemented in the "natural environment" whenever possible to maximize maintenance and generalization (Dupaul & Eckert, 1994).

ACTION LINK

Choose one skill that students are having difficulty with and teach it to the entire class. Embed the teaching of social skills into the general curriculum and take the time to reinforce desired behaviors. Each skill can be broken down into several steps and opportunities for practice can be given throughout the entire day. Posting the steps for critical skills in various environments including the classroom, the playground, and the cafeteria can also be a helpful reminder for older students. The following is an example of a critical social skill in regard to bullying behavior from *Cool Kids Social Skills* by Fister, Kemp & Conrad (1998).

Making an Apology

- Look at the person
- Use a calm body and voice
- Say what you are sorry about
- Say what you'll do different next time
- Ask the person to accept your apology

Establish a school climate that clearly and emphatically disapproves of bullying. This can be accomplished through school-wide campaigns (including contests, posters, parties, dances, school events) which support behaviors that are the opposite of bullying. These behaviors can include "buddy systems," cooperative learning, and peer tutoring.

ACTION LINK

Bulletin boards and posters can have a very positive affect on both bullies and victims. Being surrounded by anti-bullying information can both discourage bullies from using negative behaviors to gain attention and encourage victims to take action. Display individual student's ideas to discourage bullying on classroom bulletin boards and hallways using a creative caption such as "Bully Busters" or "Goodbye to Bullies." (Teolis, 1998)

A discipline committee or team should be formed whose purpose is to identify the five top discipline problems in the school and to develop intervention plans. The discipline measures for bullying behaviors should emphasize restitution and positive practice, not physical punishment, exclusion, or humiliation.

ACTION LINK

Establish a team that has school/staff representation and is competent at formulating behavioral interventions. Administrator support and participation should be secured and a long-term commitment given by team members to work towards a school-wide effort. Elements of a school-wide discipline plan should include a common approach by staff members to discipline, a clear set of expected positive student behaviors, specific procedures for teaching expected behavior, a continuum of procedures for encouraging expected behavior, a continuum of procedures for discouraging inappropriate behaviors, and procedures for on-going monitoring and evaluation (Colvin, Sugai, and Kameenni, 1994).

For more information on discipline teams and school-wide discipline plans contact Utah's BEST Project: 801-274-5285.

REMEMBER, students with bullying behaviors usually have low self-esteem and have themselves been victims of bullying. The early identification and intervention of students with bullying behavior is critical. These students need to feel a sense of belonging and security in their educational environment. Teachers and administrators have the ability and creativity to construct such environments, and are therefore primary players in battling bullies. ■



Emotional Disturbance:

WHAT'S IN A NAME

What is the State Office thinking of, changing the “behavior disordered” terminology to “emotional disturbance?” Won’t parents be reluctant to accept that their child has an emotional disturbance? How will school personnel deal with the change? Doesn’t Utah already have too many children identified as having Specific Learning Disabilities and too few with other disabilities? This article will explore how the new ED terminology may actually help to bring better services and supports to these students.

The change in terminology grew out of a couple of considerations. First, feedback from district personnel recommended that the Utah State Special Education Rules follow closely the language in the federal law. Federal law (300.7(c)(4) defines students with emotional disturbance as exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance: inability to build or maintain satisfactory interpersonal relationships; inappropriate types of behavior or feelings; general pervasive mood of unhappiness or depression; or a tendency to develop physical symptom or fears associated with personal or school problems. Although the terminology has changed, careful readers of the state rules will notice that the eligibility criteria have not been altered. Second, some people suggested that there could actually be potential advantages to children with disabilities in using the term “emotional disturbance” rather than “behavior disorders.”

The attention of the schools and child find activities must address students with both internalizing and externalizing behavioral difficulties. Do we neglect the students with internalizing disorders? Students with externalizing problems often act out so much that teachers and schools cannot ignore them. Because of time constraints and misunderstanding, working with these students may inhibit recognition of the needs of other students often typified as shy, self-critical, and quiet yet also termed by classroom teachers as cooperative, “no trouble,” or “easy to work with.”



Consider these descriptions of little Johnny’s classroom behavior:
1) Johnny won’t raise his hand before speaking in class, and he does it to such a great extent that he is considered behavior disordered, and 2) Johnny won’t raise his hand before speaking in class, and he

does it to such a great extent that he is considered emotionally disturbed.

Which description has better potential to help a teacher distinguish between students who have behaviors which may be annoying and a student who has a significant mental health issue? The classification team must insure that the student is not behaving as one who is emotionally disturbed because of an inappropriate or broken classroom discipline system. This discussion with input of the entire multi-disciplinary team, including general and special educators who know the student, can help to clarify the question of the root of the student’s problems.

Perhaps an advantage of the new terminology is helping to move families, teachers and school systems in the direction of taking mental health issues seriously. Can the term emotionally disturbed direct attention to the fact that mental health problems have organic roots, that they are no less a medical condition than is asthma or a heart condition? A better understanding of mental health challenges could help teachers see that similar consideration of accommodations or adjustments needed for a child with diabetes is needed for a child with an emotional disturbance.

Do counselors and social workers providing mental health services think that teachers refer too many students with developmentally appropriate or situational behavior problems? Do teachers think that kids are acting out just to be spiteful?

Mental health professionals and education professionals need to develop shared meaning and understanding around the needs of these kids generally and individual kids specifically. For example, aggressive adult responses to inappropriate behavior in students with bipolar disorder often escalates the behavior. Can counselors and psychologists train teachers and administrators about characteristic behaviors of children with mental illness? Can teachers of both special and general education train counselors and psychologists about the environmental and educational demands of the classroom on those children? Can parents teach both school and agency professionals about the unique needs of their own child? Building common understanding across students, families, and agencies has the potential to improve outcomes for students with emotional disturbances.

Does a rose by any other name smell as sweet? A change in name just could produce a change in attitude! ■

Anger Management

Roxie J. Crouch, Counselor • Lincoln Elementary • Ogden School District

Violence and lack of anger management skills are becoming a serious problem in our schools today. It is becoming increasingly popular to hire police officers in our secondary schools to decrease violent and aggressive episodes. There is much we can do in our elementary schools to help children learn the physical and cognitive aspects of anger and ways that they can learn to control their anger.

Young children have angry feelings that they are sometimes unable to express in acceptable ways. Children are usually punished for displaying aggressive, destructive behavior which may lead a child to conclude that having angry feelings is not acceptable. Children are often not taught appropriate ways of expressing and releasing anger. For example, just punishing a child who throws things while angry does not allow the anger to vanish. The result is still an angry child who doesn't throw things.

It is important that principals and teachers learn how to analyze their relationships with children and determine if these relationships give students opportunities to change behavior. Teachers must avoid teaching styles that are characteristic of violent environments, essentially an authoritarian approach in which the teacher inundates the student. This approach limits the time that could be spent interacting with children and modeling pro-social behaviors by reasoning, conversation, and problem solving. Responding in a dictatorial manner may only increase antisocial behavior either now or later (Dill and Haberman, 1995).

If your school has an elementary school counselor, he or she may have an anger management class for students. This would be an added bonus. If this is the case ask the counselor what terminology and techniques he/she is using that you can duplicate. Whether you have a counselor or not, there are techniques and information that teachers can use to help children learn appropriate ways of expressing anger.



Characteristics of Aggression Prone Children

There are basically 3 characteristics of aggression prone children: impulsivity, an external locus of control and a lack of empathy (Dykeman, Daehlin, Doyle, and Flamer, 1996).

Impulsivity

Impulsivity is the activity of doing and saying things without thinking. Along with this, aggression prone children have difficulty in cognitively processing information.

1. They attend to more hostile clues in their surroundings.
2. They perceive that others have hostile intentions.
3. They think of more action oriented strategies than verbal strategies.
4. They believe that aggressive solutions have more positive consequences.
5. They can be socially unskilled to carry out any solution other than aggressive ones (Lochman, Dunn and Klimes-Dougan, 1993).

This might be a typical scenario. *Little Johnny is on the playground with other students. Everything is fine until one of his friends gets ahead of Johnny while going down the slide. Johnny gets upset and pushes his friend out of the way causing the other boy to fall and get hurt. This has happened before, so you call Johnny's Mom to explain the situation. You no sooner get the words out and she's yelling at you. She has taught him to hit back if he needs to stick up for himself. No one should push him around. Someone else must have started it.*

Johnny perceived that his friend was being hostile by getting in front of him while going down the slide. His first thought was to push his friend out of the way. His mom encourages him to not let other kids push him around. His Mom's willingness to stick up for him is a positive consequence. By the actions of the Mom when she yelled at you, you can tell that Johnny has not learned socially accepted solutions.

External Locus of Control

Children with an external locus of control believe that experiences are based on luck or destiny. They have no ability to control experiences or events in their lives. Children who have an internal locus of control believe that they have control over their lives. Most people fall somewhere in between these two ends of the spectrum. At Ogden School District's opening institute this year Dr. Steven Barone gave an excellent example of the differences between internal locus of control and external locus of control.

Picture in your mind a crap shooter. He has no control over the outcome of rolling the dice. He may do trivial little things like blow into his hands or say "Mamma needs a new pair of shoes." But nothing he does can really change the outcome of how the dice will land. This is external locus of control.

Now think of a bowler or a golfer. A bowler can change his approach, he can change bowling balls, he can concentrate on how

his hand rotates, he can practice and change his weaknesses. He has control over the outcome of how many pins will fall. This is internal locus of control.

Let's go back to the situation with Johnny on the playground. Johnny may have an external locus of control and believe that when things happen to him it is because of outside influences. He has no control over the situation. Have you ever had a parent say to you "He has his Dad's temper?" What this says to a child is that they have no control over their actions. It's just the way things are.

Empathy

Empathy can be defined as the ability to identify with another's emotional state at a cognitive level and give an emotional response to another person's situation. If children are not empathetic to each other then it is difficult to create win-win situations. Children who are aggression prone perceive that the smallest bump is an act of hostility. They believe that others are out to get them and they have very little ability to "walk in another's shoes." The whole process of external locus of control leads them to believe that there is no hope for anything. "What will happen, will happen."

Johnny might not be able to understand that when he pushed his friend it not only hurt his friend physically, but his feelings were also hurt. Johnny has a difficult time feeling empathy because he perceives that others have hostile intentions toward him. He might perceive that it was his friend's own fault that he got hurt because he crowded in front of Johnny.

Four Components of Anger Management

There are four elements of teaching anger management. These four steps are seen in most anger management programs although the terminology may be different:

(1) STOP, (2) THINK, (3) ACT, and (4) REVIEW.

1. Recognizing the changes in the physical body when angry; Muscles tight, frowning, face red, sweating, fists clenched, teeth clenched, etc.
2. Replacing negative self-statements with positive self-statements; "I can be calm." "I don't want to get in trouble." "I will take three deep breaths."
3. Acting appropriately to anger; Using I statements: I feel _____ when you _____. I need you to _____. Ignoring. Using humor. Going to a quiet place.
4. The last step is sometimes missed; it is reviewing or evaluating what could have been done better and what was done appropriately.

Techniques

This article will examine the use of cognitive behavioral techniques in teaching students anger management skills. Generally cognitive behavioral techniques have three characteristics. **First**, children are given instructions and a model of expected behavior. **Second** children verbalize and practice the expected behavior and

Continued pg. 16

third, students are seen as being responsible for their behavior and are actively involved in the learning process. Cognitive behavioral techniques emphasize thinking, feeling, deciding and doing. This approach is active and uses teaching, suggestion, persuasion, homework assignments, role play, and modeling.

Three of these techniques will be reviewed. They can be used to increase empathy, help create an internal locus of control and decrease impulsivity. They can also be used to teach other social skills and desired behaviors.

Modeling

Modeling is one of the most effective ways to help children learn new social behaviors. An aggressive student who is under stress can create the same feelings of aggression and stress in peers or adults. Teachers need to disengage from the anger and use methods such as positive self-talk, relaxation techniques, "I statements," etc. It is not always easy to do. Some teachers come by this disengagement naturally, others have to work on it.

For example, a student in the class has told the teacher to shut up. The teacher can say to the class. "I really feel angry right now. I'm going to take a few deep breathes to calm myself down. Then I am going to say my positive self-statement which is "I can be calm." The teacher can then say to the student "I feel angry when you tell me to shut up." I need you to calm down and think to yourself what happened that caused you to say this."

At another time the teacher can then talk to the student in private. During this conversation, it is important to come up with a response that models respect for the offender, but still examines his behavior. "I statements" are an easy way to start.

Teachers can also use modeling during the day as they solve problems (classroom procedures, schedule changes, etc.) out loud, so that the class can hear the process. First, state the problem, brainstorm solutions, choose the best solution, and then after, review the success of the solution. When children see the problem solving process on a daily basis they can begin to move from acting in an associative fashion (acting on first impulses) to acting from reasoning and thinking the problem through.

Role play

When doing role play with children it is important to remember that there are three basic feelings that trigger anger in children. Role plays can be more meaningful if the role play situations match real situations.

Provocation: When someone acts in a way that makes the student want to react (name calling).

Frustration: When a child feels he or she does not have control over the situation (can't do the math problem, teacher not helping them).

Unfairness: When a child feels he/she has been treated unfairly or the situation is unfair (they studied hard and still did not pass the test, other students are not playing by the rules).

A simple game can be made by writing role play situations on cards and having the children take turns picking the top card.



The teacher should model the role play in the beginning, but students generally catch on to role playing rather quickly. Role plays can be used to show problem solving, empathy, staying in control, taking time to decide, etc. After the role play, talk about if the situation was win-win; what else could have been said or done; and reinforce students who participated.

Suggestion

This is a way of teaching children by directing rather than lecturing. This can be an effective way to teach children empathy by asking questions.

"Tory was feeling left out, but you included her. How do you think she feels now?"

"Nick lost his dog last night. Have any of you lost a pet? How did you feel? What can we do to help Nick feel better?"

"You studied for the test and got 80%. How do you feel? How would you feel if you got 60%? How would you feel if you got 100%?"

Suggestion can also be used when going through the anger management steps of **Stop, Think, Act and Review** what you have done.

Teacher: What did you do that got you in trouble?

Matt: I got in an argument with Tommy.

Teacher: Did you do anything that was right?

Matt: I tried to ignore him for a little while. I counted to 10, but it wasn't enough.

Teacher: What could you do next time?

Matt: I could count to 10 and when I felt myself tensing up I could take 3 deep breaths. I could tell Tommy I feel angry when he tries to bug me and I need him to stop. If that doesn't work I can tell you.

Teacher: That's right. You've made a goal for yourself that the next time you are going to count to 10, take 3 deep breaths and use an I statement. Let's write that down in your journal.

In conclusion, there is no easy way to teach children anger management skills. It takes time and patience. Teachers can help by modeling appropriate skills, by teaching children empathy through example, and by helping children develop an internal locus of control. There is a wonderful old Quaker saying that sums up the difference between controlling children and leading children. "Thou canst not rebuke in children what they see practiced in thee. 'Till reason be ripe, examples direct more than precept. Such as is thy behavior before thy children's faces, such is theirs behind thy back." ■

This Odyssey We Call School



Shauna Ballou, Principal • Murray School District

“Untie me!” cried Odysseus to his crew as bewitching tunes filled the sea breeze with promises of unimaginable pleasure. Odysseus, bound to the ship’s mast by his own command, struggled to free himself as the siren’s songs seduced him toward the dangerous reef surrounding their island. Odysseus’ crew did not respond to his cries but steered the ship forward, away from the melodic entrapment, carrying on as if they could not hear him—as if they had wax in their ears.

Odysseus knew before reaching the island of the sirens that he and his men would be in life threatening danger when they neared it. He prepared his crew by ordering himself bound to the ship’s mast and ordering his men to fill their ears with wax so as not to be tempted to steer towards the seductive songs. If they were allowed the option of making the wrong choice—Odysseus knew his crew and his ship would be smashed on the reef like so many others before them. Odysseus made sure that such a choice was an impossibility.

Today’s youth are caught up in an odyssey we call school. Like the odyssey of Odysseus it is packed with social pressures, and dangerous temptations. The sirens are alive and well crooning their seductive messages to students:

*It isn’t going to matter if you sluff school today—nobody cares anyway.
Try it just this once—you won’t believe how good it feels.
This stuff won’t hurt you; everybody does it—what’s the matter, are you scared?*

The promises of unimaginable pleasure beckon to our students with an array of bad choices. As educators, we must create environments for kids that allow them to make fewer bad choices and keep them away from the dangerous reef. Utah alternative schools have been creating and refining environments that help discouraged learners and potential drop outs make good choices by limiting the options for bad choices in their schools.

Many alternative high school programs in Utah share unique attributes that make students feel wanted and successful. They have found ways to help limit bad choices for students while still holding them accountable. Some of these attributes include:

- strict rules and consequences
- individual attention
- caring relationships between students and adults
- acceptance

These alternative school attributes are not new nor are they surprising. What makes them unique is that they are the foundation from which all else in the school is accomplished. They are the attributes that year after year, graduates cite as reasons they were able to succeed.

Strict rules and consequences may at first seem contradictory to the warm, caring feeling that usually characterizes alternative schools. In fact, strict rules and consequences allow the other alternative school attributes to flourish. Several years ago a young man rushed into my office. “Shauna,” he said excitedly, “you are going to be so proud of me; I quit smoking!”

“Really! Congratulations!” I responded. “What happened?”

“Last weekend,” he began, “I got pulled over by the cops, and I didn’t want a ticket so I jumped out of the car and ran. It was so hard for me to run—I was out

of breath and I couldn’t stop coughing—I almost got caught; I was really mad at myself and I decided that’s it—I’m not smoking any more.”

This incident happened when it was the norm for alternative schools to allow students to smoke in specified “smoking areas.” It was the era of *it’s better to have kids in school smoking than not in school at all*. I remember thinking, “Wow, this kid has found a strange, but never-the-less a reason, to quit smoking.” Then the bell for break rang and the majority of our students made their way to the smoking area. A few days later, this boy also joined them. I was naively surprised.

The following year, the smoking rule changed. Creekside High became a non-smoking school. Students caught smoking within 1000 feet of the school would be dismissed for the remainder of the term. Breaks were shortened and a closed campus policy was initiated. It became impossible to choose to stay in school and smoke during school hours.

At regular high schools, students are often warned or ticketed when caught smoking. Creekside students know that violation of the smoking rule requires immediate withdrawal. Since the rule has been in place, very few students have been withdrawn for smoking and the rule has been used by students as a convenient tool to handle peer pressure: “No way, they’ll kick you out for smoking around here,” is how the tool is commonly used.

Last year we readmitted a student who had been suspended on a drug possession charge. At his hearing an appeal was made that he be allowed to return after serving a part of his mandatory suspension. The appeal was granted with the understanding that drug testing be included in his return contract. Shortly after the hearing, I heard a conversation he had with another student. His final remark was, “No, I can’t do that anymore—I’m being drug tested now.” This student has been drug free for almost a year, and he has probably used this line many times.

At Creekside when students make bad choices they are counseled and educated about why the choice is unacceptable and they are held responsible for the consequences. When students know the rules and believe they will be enforced, a sense of order and respect prevails and the real caring can begin; indeed a caring school makes it a priority to limit bad choices so good choices become routine and the school climate can be focused on making school an inviting place for kids.

Consequences for violation of rules at Creekside High School usually equate to a suspension. Some argue that suspending students puts kids out of school and out of reach of the school’s help and resources. But experience has shown that most kids want to be in school. Even those kids who beg to be untied from the mast do not really want to be given the freedom of being away from school, friends, and caring adults. A school with a strict attendance policy promotes better attendance than a school that caters to excessive absences and excuses. A school with a strict behavior policy promotes better behavior and respect for others.

This odyssey we call school is not easy for kids. So let’s make it hard for kids to choose to use drugs, sluff school, be disrespectful, and to fail classes. It can be tough to instigate a strict attendance policy and a strict behavior policy that have immediate consequences. But good rules promote fewer options for bad choices. Alternative schools have learned consequences for bad choices, when enforced in a caring atmosphere, make what’s good about alternative schools even better. ■

Behavior Management in the Resource Room–

Good for Nothing Kids

**Delyse Bellon • Northlake Elementary
Tooele School District**

When my brother was a young boy, Mom told him to do the dishes. He responded with, “What will you give me?” She answered, “Children should be good for nothing.”

And they should. But first they have to be good for something. We have to make it worth their while. Many teachers complain, “I shouldn’t have to reward him for doing what everybody else does.” No, you shouldn’t, but our job is to get our students to do the work that will result in their learning what they need. It doesn’t matter one iota how fair it seems. Certainly yelling at and flunking the student for the next nine months is neither fair nor fun. Our job is to find a way to motivate each child to do the work s/he needs to do in order to learn.

There is always something that will motivate them. If we have lots of ideas for positives and a few ideas for negatives, we can get most children to apply themselves to learning. The following are some simple motivators that have worked for me.

Positives

I cut up little rectangles of colored paper and keep them in zipper bags in my desk. I pass out these “tickets” to kids who come to class on time, are working, beat their previous rate, or whatever I need to motivate them to do. The tickets cost nothing but a little time, and they work wonders.

I don’t have to say a thing, although I often do say “Thanks,” or “Great work,” or “I like to hear you practicing,” as I hand out the tickets. I don’t make it a big deal, but all the kids seem to know when somebody else gets one. Tickets are never given on demand, only randomly, when I decide someone earns one. If a student says, “I was working, why don’t I get a ticket?” I answer, “You might if you keep working,” or “That’s right, you were, great job! Maybe you’ll get a ticket next time.” I am extra generous on rowdy days. As I lavish tickets and attention on the “good” kids, the others seem to settle down.



A ticket may buy a piece of candy, or can be saved with other tickets for a bigger treat like an eraser, pencil, or slimy bug. A ticket can also be used to play a game.

The biggest motivation seems to be the element of chance. We might have a ticket drawing at the end of class for candy. Even though a hard worker might not get anything while a backslider may luck out, they all work harder for the chance to gamble. Tickets can also be used for chances to spin or for moves on a game board.

Older students work for points. At the end of class, they help me decide what their daily percentage should be. They need an average of 80% to play games on Friday. They usually only miss one game day. Even the most recalcitrant students magically begin to work after that—especially when they see everyone else playing games and having fun.

Another good, cheap reward is free time at the end of class. This works well in secondary schools. Students will work hard for 40 minutes just to have 5 minutes of free time. If you think it’s unfair to let them play for 5 minutes after working for 40, look around you. Where can you find a class where all the students work for the whole period? Better to work 40 minutes than not at all.

There are many variations on the points/tickets idea. Sometimes a ticket lets students guess the number of beans or candies in a jar. Keep their guesses on a grid chart. This game can last for a week or more until someone finally guesses the exact amount of beans in the jar.

Another game is a horserace. Again put their names on a grid sheet. They can move as many spaces as they have tickets or points, or they can spin a spinner if they have tickets or points. Whoever gets to the end first gets a prize.

The prizes aren't a huge deal either. It seems the game is the big motivator. I keep a supply of pencils, erasers, and little party favor items in a box for them to choose.

Negatives

These simple methods work for most students. Occasionally there is a student who is so discouraged, even tickets and games don't help. For them a few negatives are needed. They may have to spend some time in the office if they're disturbing others, but they then owe you their free time—recess, lunch break or whatever. The goal here is that they do the work. If they have to do it during their recess, lunch break, or even after school if you can arrange it with their parents, they'll finally realize it's easier to do it during class time.

But two caveats are required for this to work: You *must* be consistent with the same consequence for the same behavior every time. And you must be cool. If you get angry and yell, "Okay, buster, just for that you owe me lunch!" the student will see this as personal and will also experience triumph because they've succeeded in making you angry. You must keep your cool and say something like, "It's okay, I'm here during lunch. You're welcome to bring your lunch in here and do the work. I have plenty of time." And then, you **MUST** follow through.

Teachers complain that they are the ones being punished if the student comes in during recess or lunch. They need a break away from the kids. But look at the long term. Yes, it's tough having kids in your room at lunch time, but it's tougher having a kid disrupt the class and make no progress all year-long. Much better to miss a couple of lunches and have a model student for the rest of the year. Yes, it does happen! I've seen it many times.

Another important aspect is ignoring. You have to ignore, as much as possible, the misbehaving student. If you are giving tickets or points to the ones who are working, along with praise and attention, (checking their work, listening to them read, etc.) and mostly ignoring the ones who aren't, they will begin to work for that attention. They may need a recess with you or a missed game day, but they will likely come around more quickly if you bite your tongue and refuse to nag, yell at, or otherwise give attention to the misbehavers. If a student comes in for lunch or recess and refuses to work, walk away, say "Let me know when you're ready," and find something absorbing to do. Give them attention only when they are working.

Games

The games are all educational. The students are learning the same concepts on Friday, just in another form. Since many students with learning disabilities have difficulty transferring learning from one setting to another, game day gives them a chance to adjust that. Amazingly, students seem to be willing to do anything if it looks

like a game to them. Some favorite games they never tire of include:

Around the World. One student stands in line next to each other student in the class. You show them a flash card, a sentence with a mistake, or whatever you're trying to teach them, and whoever shouts out the correct answer first is up and moves to the next student. If a student makes it around the world (around the room, beating every other student) he is the winner.

SlapWord. I have made a vowel slap game by writing words on card stock, cutting it into playing card size pieces, and having them play SlapJack using long A or whatever vowel they choose as the card to slap. So they slap the card that has "rain" or "make" on it. If they slap the wrong card, they pay a penalty of two cards. The students love this game. They also love concentration games which can be easily made by printing pairs of phonetic or sight words on card stock and cutting them into cards. I've made a grammar game by typing up sentences with mistakes in and cutting them apart into strips. The first student to find the mistake in each sentence gets that strip.

Similar games can be made using math facts, multiples and factors, equivalent fractions, even states and capitals or chemical symbols.

There are educational companies that produce great learning games, such as the Frog games. I find commercial games at garage sales and thrift stores. We might play games like *Boggle*, *Oh Scrud*, *Word Yahtze*, or *Scrabble Junior* in reading classes. In math classes we might play a money game, a times table or division game, or a number strategy game, depending on the skills they need to practice.

Quizzes

On game day, usually the last day of the week, students get a simple quiz to complete at 80% or better in order to play the games. It might be 5-10 math problems of the type they've done this week, 5-10 phonetic words using the principles they've worked on, a simple comprehension quiz, or whatever.

This has several purposes. It shortens the game time a little (even play can become boring if it's overdone); it motivates students to do their best on the quiz; it shows you if they are understanding and remembering the concepts; and it makes them more at ease with tests. If students get less than 80%, they simply have to stay at it until they get everything right. This still usually gives them a little game time. And it gives you a good idea what to review and work on for next week. Of course those who get 80% or better are proud and happy to choose the game and begin playing while others are finishing up. Those who didn't earn enough points can just continue on with their work as if it were a regular day. They may get little done, but as you ignore them and join in with the game players, they'll make sure they get to play the next week.

As students get these rewards and participate in these games, I have plenty of opportunities to praise, thank, and point out how much they are learning and progressing. It's difficult to get kids to internalize and take personal pride in their achievement until they are doing what it takes to achieve. Eventually, I can slow down the ticket or point rate because the kids are motivated by their own progress. They can see that they're learning, and they get excited about it. It becomes a habit. Before long, you will see kids *happy* to be good for nothing! ■



An Alternation To Failure SUCCESS

Sue Carol Robinson • YESS Program • Granite School District

What happens to a youth standing before the court when the judge sets a term for probation attendance at school? The youth standing there knows that s/he has been suspended, expelled or truant for many months. The choice is clear—go back to school where s/he has been unsuccessful or break the terms of probation and face contempt of court. It was this dilemma that Mike Pepper and Caroline Anderson, officers of the juvenile court, wanted to solve. Over several years they pursued different avenues leading to dead ends until it was decided that they should apply for a Charter School grant for a school for students on probation and out of school or having little success in school. Much to their surprise they got the grant and Success School was born.

The philosophy behind Success School is the brain child of Ron Muir, a retired teacher. His belief is that an individual's learning style and individual differences must be honored and utilized so that s/he can learn better. His motto of *More, Before, and Better* is painted on the wall of the school. This is what is asked of the students there. They are to do what is expected before it is due; to do it *better* than expected and to do a little more than is expected. Ron uses his *Think Like A Genius* techniques to give the students ways to remember the lessons. *Think Like A Genius* skills incorporate different learning styles and study techniques that students can apply across the curriculum to help them succeed academically.



However, there were many obstacles and problems that needed to be solved before the “baby” became viable. The administration of the school and its collaboration with Granite School District needed to be established. The administrative and financial agreements were created and an amendment to the grant was submitted to the Granite Board of Education and the Utah State Board of Education.

Success Community Council has adopted the policies and procedures of Granite School District with the exceptions of those characteristics that make it a charter school. The characteristics that define this particular charter school are:

1. All students are referred by their probation officer and there is a cooperative effort between juvenile court and the district in the administration of the school.
2. Students must be out of school or experiencing failure in their present school.
3. The schedule is flexible to accommodate the individual problems, academic, and vocational needs of each student. Students have a plan that includes academic work toward graduation or GED, vocational classes offered through a collaboration with Salt Lake Community College, and work release.
4. Students learn the *Think Like A Genius Techniques*.
5. The individual learning styles are determined and these different abilities are taken into consideration by all the teaching staff.
6. There is a “no fail” system in place at Success. Students must do their work each week or they remain at school until it is done. Amazingly very few students remain back because they haven’t done the work. Equally amazing is that students ask for more work! Perhaps they are practicing the *More, Before, and Better* philosophy.

The collaboration with the Juvenile Court was strong from the beginning and has the full support of the probation officers, who drop in frequently to visit with their clients. The students actually held an Appreciation Day for the probation officers to thank them for their concern and effort.

Ron Muir has spent countless hours working with the community. The Hunter Lions Club has donated money and funds to the school. The Juvenile Justice Advocates has donated money as well to offset the cost of the increased rent.

Another problem that confronts the staff is the severity of the problems that the students bring with them. Many of the students have been out of school for a long time, sometimes several years. One student had not been to school since third grade. Along with this attendance record is the accompanying lack of skills and lack of credit that make these youth very academically vulnerable. In addition, 90% of the youth are eligible for free and reduced lunch, which accentuate the problems that are inherent in the low socioeconomic status. Although the youth are only on probation, most students come more heavily involved with a criminal life style and with the errors of thinking which accompany that, than were anticipated with the school opened. Most of the students do very well in school, but many have been incarcerated or moved to more restrictive settings because of continued criminal activity outside of school.

The Charter grant requires parental involvement. It is an on-going problem to insure parental involvement on the Success School Community Council. The staff is trying different ways to include parents/guardians in the school. Parent trainings are held several times during the school year to help parents and/or guardians of the youth to learn more about parenting skills, addiction problems, ADHD and other areas where parents need additional information. Progress notes are sent to parents and probation officers frequently. At the end of the year an Awards Banquet is held to honor students accomplishments and probation officers.

Another problem for Success School is the demand for services. The original grant was for 20 students. This year’s grant amendment allowed the school to move to 50 students, and there are always more students that need the help. It has been difficult for the staff to exclude students, even when they have reached capacity. While this demand puts pressure on Success School, it is also a sign of the accomplishments and the reputation the school has achieved in a relatively short time.

Other accomplishments and successes are less tangible to measure: student’s feeling of accomplishment; parents and guardians expressions of gratitude when their children achieve academic success; and probation officers knowing their clients are in school and working productively. Other accomplishments are easier to measure: improved school attendance; better grades; more credits earned; and progress toward graduation.

The dream of Success School has been realized through the efforts of many people. The hard work of continuing to build and improve the school has just begun. The future remains uncertain since the legislature will decide whether to continue funding for Charter Schools. If the parents, students and probation officers had a vote on this issue, Success School would continue to be a reliable option. ■

We Don't Want To Give Them Away We Want To Give Them A Chance!

Mary Kay Kirkland • Box Elder School District

How many times in the recent past have you heard the phrase, "If we could just get rid of the troublemakers in our schools..." Where do the students that we want to get rid of go? And what options do they have for the future?

In 1995, with hope and optimism, we opened the doors of a sparkling new middle level school. Parent and teacher committees had studied and planned for months. We were going to implement every component of sound middle level philosophy. This was going to be a school where students loved learning and teachers loved teaching. We anticipated that any student discipline problems that did surface would be handled by the students' Homebase team and building administrators would be free to be "instructional leaders."

After a miserable year of bad behavior from students and empty threats from administrators, we discovered that a school-wide discipline plan was an essential component of middle level success. The next year, with a new discipline policy in place, we were prepared to meet every challenge—except for the challenge of students who go through all of the behavioral interventions of the discipline policy and still cannot



behave appropriately in the school or in their classrooms. Examples of the behavior problems we encountered included: students who were a threat to themselves or to others, those involved in high-risk activities outside of school, students who became angry at the slightest provocation, and those who did not have the basic literacy skills to understand the curriculum nor did they have the developmental assets to deal with the stress of their personal lives.

We tried many interventions with these high-risk, extremely difficult students. We limited participation in activities, restricted their schedules, referred students to youth corrections and high school alternative programs, and we tried both in and out of school suspension.

What were the results of our interventions? None of these temporary solutions helped our students nor solved our problems. In the cases where students were temporarily removed from the school, if we could get them to come back at all, they came back with more anger, more resentment, and the same poor skills and limited assets they had when they were suspended. We weren't helping kids to be successful. We were just setting them up for more volatile confrontations down the road.

In 1997, with the help of a very dedicated classroom teacher, we designed the TRUST program. TRUST stands for Teaching, Respect, Understanding, Success, and Tolerance. The program follows a school-within-a-school model designed to meet the needs of individual students. Referrals to the TRUST program can come from teachers, parents, administrators, and/or partner agencies such as the Department of Children and Family Services (DCFS), Youth Corrections, Bear River Mental Health, etc. The decision to place a student into the program is a team effort and parents are always invited to be part of the process.

Once referred into the TRUST program students go through a process of needs assessment and goal setting. Assigned students report to the TRUST classroom upon arrival at the school and remain with the TRUST teacher throughout the school day. The highly individualized curriculum is built around academic achievement, asset building, coping skills, character education, and service learning. Students may remain in the program for a period of weeks or months based on their ability to meet their goals. They are required to work their way back into the regular school classroom.

The TRUST program has been successful on several different levels:

- Students who are at-risk are identified, assessed and receive remediation before they are required to earn graduation credits. Ideally this will keep students in school and help them to be successful as they move through the secondary system.
- Teachers who have been pushed to the limits of endurance by a disruptive student are given a reprieve of several weeks, to regroup while the student is gone, and they have a chance to start fresh when he/she returns.

Each student we reach and each parent we involve, puts one more child on the path to high school graduation and to a productive future.



- Because the teacher/student ratio is kept at 1:4 in the TRUST classroom, that teacher has more opportunities to discover what works best to motivate and inspire individual students. This information is invaluable to classroom teachers when the student returns.
- Parents are asked to be active participants in the program. They are expected to support the teacher, pick their child up from school each day, and respond verbally to the daily journal brought home at night. This helps parents to be part of the solution in dealing with a difficult child.

Is the program 100% successful in identifying and remediating the academic and behavioral problems of difficult students? Of course not. Do we have students who are afraid to venture back out into the mainstream and have to be gently nudged out of the TRUST program? Often! But each student we reach and each parent we involve, puts one more child on the path to high school graduation and to a productive future. ■

An Alternative To “SINK OR SWIM”

“If I couldn’t do it before, what will make the difference this time?” This is the question asked by most students leaving an alternative program.

Support Mentoring for At-Risk Teens (S.M.A.R.T.) is an alternative program currently operating in several Granite School District junior high schools. The goal of the program is to mentor at-risk students back to a regular classroom schedule after specialized strategy instruction for forty-five to ninety days in a S.M.A.R.T. classroom. Mentoring students in the program is done by a variety of people in a variety of ways.

- The S.M.A.R.T. classroom teacher and mentors use the referral information; math, reading, and social assessments; attendance records and interview information to create an individual plan for each student. This plan is used in the classroom to help the student develop strategies for academic and social success.

- The S.M.A.R.T. teacher and instructional aid give explicit instruction through modeling and guided and independent practice. The mentors team-teach occasionally with the classroom teacher to model new strategies for the teacher and to interact with the students. The mentors do observations to evaluate the program and to monitor the progress of the students.

- The transition of a student from the S.M.A.R.T. program to regular classrooms is accomplished by a transition

plan developed by the S.M.A.R.T. teacher and mentor and the student. Usually the student will remain in one S.M.A.R.T. class for a period of time and be supported and tracked by a mentor.

- The S.M.A.R.T. mentor meets with the student to review strategies taught in the program and set goals for success in the classroom. The mentor meets with the student’s regular teachers to discuss the goals and work out adaptations that will contribute to the student’s success.

- The S.M.A.R.T. mentor checks the student’s grades and attendance and meets with the student regularly. This contact gives the mentor an opportunity to evaluate progress on the goals and support the student.

After this explanation of the S.M.A.R.T. program, let’s consider the question asked by the student at the beginning of the article, “If I couldn’t do it before, what will make a difference this time?” The teachers and mentors in the S.M.A.R.T. program realize that the student they transition back into the regular classroom is not “fixed.” What they have endeavored to do is to give the student strategies that will foster success in any classroom and across all curricula. This exposure accomplishes automaticity important to individual success.

These strategies act like braces used on physical disabilities to support academic and behavioral disabilities. Some examples of these strategies are pre-reading skills, problem solving, and anger management. The mentors add support by meeting with the regular classroom teachers to provide information that has been gathered about the student. This information includes strengths, weaknesses, learning styles, interests and goals. The mentor also addresses accommodations and adaptations that the teacher might consider when working with the student. These accommodations and adaptations are as important to the success of the returning S.M.A.R.T. student as they are for any disability.

Once the student is transitioned back to a regular school schedule, the mentor continues to provide on going support by reviewing grades, citizenship and attendance with the S.M.A.R.T. student. They meet regularly to discuss the student’s concerns and performance and to reinforce the strategies learned in the classroom. The mentor continues to help the student find school activities based on the interests and goals of the student.

The S.M.A.R.T. program provides a substantive option for schools struggling with the education of the “at-risk” student. The results of the program after one year of implementation are very encouraging. The student feels prepared to return to the regular classroom and the regular classroom teacher feels supported in accepting the student back into their program. ■

Kerry Gallup • S.M.A.R.T. Program • Granite School District

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Resources

Websites:

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www.learningspace.org/connect.html
www.lab.brown.edu/public/ocsc/collaboration.guide/
www.compaq.com/education/k12/resources/telco2html
www.fwl.org/techpolicy/refind.html
www.inc.com/articles/details/printable/0.3535.ART1900.00.html
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R Resources

FAQ's:

Your Questions...Our Answers



Brenda Broadbent • Specialist • Utah State Office of Education

With IDEA '97 came new requirements in the area of discipline. The maze that teams must navigate may seem a bit confusing, but with careful study, the path is manageable. As with all new systems, there are questions. Keep in mind that this is a 3-21 law, and even the discipline section applies to the preschoolers. The following are

some of the most frequently asked questions regarding the new discipline requirements, and more specifically suspension:

Question: Can students with disabilities be suspended for more than 10 days in any given school year?

Answer: The quick answer to that question is yes. But, as with all areas of special education, there are always special factors to consider, as well as rules that kick in once the first 10 days have accumulated. As you will recall with the old state rules, and the 10 day rule (a student with disabilities could not be suspended for more than 10 days cumulative in a school year—to suspend a student for more than 10 days in a school year was considered a change placement). The rules have changed. Please refer to the new State Rules page 90. Change of placement occurs if the removal is for more than 10 consecutive school days, or if the student is subjected to a series of removals that would constitute a pattern. In addition to the consideration of changing placement, the team must consider whether the student is entitled to receive a Free Appropriate Public Education (FAPE) during the removal. The first 10 days of suspension are considered to be the “FAPE Free Zone”, meaning that services are not required to be provided during that time, as long as the district is not required to provide services to students without disabilities, who have been removed similarly. On the 11th day of removal, the student must be provided services to the extent that those services would enable the student to progress in the general curriculum, and move forward in meeting their IEP goals.

Question: When the school calls the parent to come pick up a student during the school day due to behavioral issues, does this time have to be counted as part of the 10 days of suspension?

Answer: If the student misses any portion of, or all of their services as outlined on the IEP, this time would be counted as part of the 10 days. Even if the school calls this time away from school something other than “suspension.” Some people are calling this a “cooling off period”, “a little break,” “thinking time,” or “a chance to pull themselves together.” All of these terms add up to the same thing—a suspension from special education and/or related services. An example that recently came to light was with a preschool student. This child was having a difficult time transitioning from the bus, into the school. As the child continued to have challenging behaviors, the teacher had the principal call the parent to pick the child up for the rest of the day. The student missed a portion of their special education services as outlined on the IEP, therefore this would count as 1 day in the suspension count. It should be noted that even a portion of a day counts as a full day of suspension, and should be logged as such.

Question: Does In School Suspension (ISS) count toward the 10 days?

Answer: The standard special education answer is: it depends. In school suspension must be counted if any or all of the special education and/or related services as outlined on the IEP are not provided while the student is in school suspension. If the services are provided as outlined on the IEP, then the ISS time would not be counted toward the 10 days. Remember as with the question/answer above, that even a portion of a day counts as a full day of suspension.

As you can see, the magic number is actually 11. It's on the 11th day of suspension that services must be resumed. It is critical that the team keep a log of suspensions. This will assure that FAPE is provided when required, as well as help establish if there has been a change of placement, and/or if there is a pattern of suspension developing. In addition this log will assist the team in knowing when there must be a manifestation determination, a functional behavior assessment (FBA), and/or a behavior intervention plan (BIP) developed. MD's, FBA's and BIP's—those bring up another whole set of questions to be answered in a future article. ■

BREAD IN MY MAILBOX!

Behavior. There are more students today with serious emotional and behavioral difficulties in school, and the personal and professional challenges they present are formidable. Do teachers make a difference? How do we know? We cannot always directly observe and measure the difference we make in children's lives. Sometimes it is a quality of life issue and we may not see the results of our work for years to come, if ever. Statistics only describe a limited set of possible outcomes. What makes a difference in the education of students with behavior problems, and what, if anything, can teachers learn from their students? In his own words, this article examines the people, services and circumstances that made a difference in the life of one student. This article is dedicated to Chris, and to the many professionals who made a difference in his life.

Chris's Story

Chris is a survivor, a former special education student identified as having behavior disorders (BD) for most of his school career. Chris is a survivor because he is now in college, working towards a bachelor's degree. He is a survivor because he works part-time while attending school full time. He is a survivor because despite his demanding schedule, he participates in many community service projects and generously donates his time and energy towards helping others. Chris's life was not always so positive or promising.

Like many young children, Chris craved attention from peers and adults. He received special education services for speech and language deficits yet described himself as an average student.

"I felt like I was different, and started being treated differently by teachers and other kids. I started pulling away from class, and got into trouble on the playground and outside of class. Little things really, like putting things in electrical sockets and playing with the lights. I thought that if people treated me as different, I might as well act differently too."

For Chris, everything changed for the worse when he entered the seventh grade. He reported that he was in constant trouble, was placed in resource classes. Then he was reclassified as having behavior disorders, and placed in a self-contained "BD" class.

"I was different than other kids and didn't feel comfortable in mainstream classes. I wanted more attention, sluffed my classes, and the aides physically chased me down and dragged me back to class. They assigned me a tracker, but I still didn't go. I started doing drugs with my stepbrother and other kids, and became involved with the courts. It was confusing having 7 different teachers. Many of us kids didn't know what to do with the freedom, didn't know how to act. Other kids knew we were the BD kids, and thought we were cool. I felt happy, comfortable, in the BD room, and got the attention I needed. BD kids have a lot of power and pull in the system, and can make teachers bend over backwards, and we don't even care."

High school was a blur for Chris. He lived with his father and stepmother near school, and often sluffed school with his friends and partied and took drugs all day at his house.

"Teachers tried to get through to me, but I didn't care or react to the teacher my first two years. I wasn't in school a lot; family and drug problems and like that. I was frustrating to teachers, because I always seemed to get away with my behaviors. School was like a power game; you can't make me do this, lots of power struggles. One day, I just wanted to be left alone, to sleep, and took out my CD player which was not allowed in school. I got into a power struggle with the teacher, then with the principal, and was sent to Youth Corrections. I thought that my teacher was always picking on me, trying to get me into trouble; tough love and all of that. I know now that she really cared, I heard but did not listen to them. Anyway, I ended up with two years at Youth Corrections for drugs, possession of firearm, stolen property and much more."

"The first positive thing that got my attention was that they did a complete evaluation on me at Observation and Assessment, and diagnosed my problems. I knew that my education was lacking because I had missed a lot of school and never had any mainstream classes. The assessment was encouraging and helped me to understand that I was capable of doing average work in school. The second positive thing was that they placed me with a proctor family that I lived with most of the time. My whole family was doing and dealing heavy meth then, and I watched them go through that. My dad visited me in detention and cried because the drugs were ruining the family. He was losing everything but couldn't do anything to stop. The



proctor family helped me to learn what a family is, and what it's all about. I had to live it to know it. It was a hard lesson."

"After I was released, I lived with my mother and begged my past special education teacher to let me attend my old high school on a special permit. I promised everything, but started slacking again, doing more drugs. I could get meth real cheap with my family connections and started making lots of money selling drugs. I was pulled over in my car and arrested with drugs, scales and drug money, but my friend was charged with the possession. Then I was introduced to the third good thing in life."

"The third great thing that happened to me was that some special people at the high school did not give up on me; even though I never gave them much of a chance to help. My special education teacher and the social worker visited my home and understood what I was dealing with. They never gave up on me, never. My teacher put fresh baked bread in my mailbox, and my mom and I did not know what to think of it. Looking back, it was pretty cool. I always thought that she was trying to get me into trouble, but now I know that she really did care and had high expectations."

"I didn't want to go back to jail, and wanted to change, but I was a loner and couldn't mingle with people. I tuned in to school more and became interested in service learning projects that my BD teacher and the social worker were running. They did sub for Santa, food drives and other volunteer projects that took kids off of school grounds, and I wanted to be involved. I started to work more at school, but I felt cheated that I had missed so much school and was so behind other students. I worked hard and at one point earned a 4.0 GPA, but the principal would not give me credit or let me on the Honor Roll. At times I felt like I had dropped into another society, and it was hard to get along with other people due to my isolation and behavior. I was very motivated to finish though, to be the first person in my family to graduate from high school. I was always listening and I was aware of what teachers were saying, but had been unresponsive. It was very hard to be open because of dysfunctional family issues, drugs, and I wasn't used to having someone there to listen."

"The fourth great thing that happened to me was a different kind of education. My special education teacher and social worker started a peer-tutoring program with my high school and an elementary school. At first, it was new. I was unprepared, I didn't know how to interact, was a little scared. I really enjoyed it as the little kids looked up to me and were happy to see me. For the first time in my life I was a positive role model, and I started seeing myself through their eyes. It made me feel really important and then I realized that these kids depended on me. I got a lot out of it and started to care more about their lives and myself. It made me think about how I would treat my kids when I have them. This was totally new to me, even though I have eight brothers and sisters. This program did so much for me that I continued to volunteer at the same elementary school, even after graduating from high school. We went on a service learning trip to Moab, and it was really great. I learned about American Indian language and culture, visited some beautiful places, and students from different cultures and groups worked together and got along. I learned about belonging, mastery, independence and generosity. My special education teacher and social worker included me and made this happen. They made a difference."

"I'm optimistic now about my future. College was hard at first, because I was so behind in all of my subjects. I felt ashamed. I had to work hard for two full semesters taking 36 basic skills credits to get caught up. I felt like I had been cheated in my education. I joined a service club at the college, and we do great community projects. I get friendships, meet people that care in this world, and experience different activities. On Election Day, I will be working as an exit pollster for a research project for BYU. Now I enjoy school, have a job, and a few friends. Meeting people is still hard and I have to work on my social skills. I'm not sure what I will end up doing, perhaps law or sociology, but it will be something."

"I don't believe in segregation. How can you teach someone to be good in a democratic society if you segregate them? Looking back, I was hard on my teachers, and many gave up on me."

"Teachers: please don't give up, even with tough students. Try to find a students' strengths, and to figure out what is going on in their personal lives. Kids do listen, although like me, they may not be able to react and realize what teachers are trying to do for them. Be more flexible, understanding and caring. Figure out how to break the cycle of power struggle without breaking the rulebook. Be more liberal and not strict in trying to understand, because everyone is not the same."

As teachers, we often do not have the luxury of knowing the outcomes of our students. The professional literature suggests that not all BD/ED students attend college and are as successful as Chris. Success comes in many forms, and educators should recognize that any small step to furthering one's education is a victory. Student participation in mainstream classes or co-taught classes, increased exposure to social skills in mainstream classes, maintaining a job, meeting IEP goals, independent living and meaningful relationships are cause for celebration. Just because we cannot or do not see immediate progress in school with challenging behaviors, does not mean that we are not making an impact. Teachers can and do make a difference. Every teacher has a Chris in his or her life.

What I Learned From Chris

Perhaps the most important lessons in life are those we teach ourselves from what we already know. My conversations with Chris reminded me to look deeper, past the obvious maladaptive and manipulative behavior to find the individual within. In our hectic and busy lives, we are prone to rush to judgment and can unknowingly give up on students we perceive as difficult.

- **Keep talking to students; they are listening.**
- **Assess ED students for learning and psychological problems and share the results with them.**
- **Model personal/family interactions and be consistent (belonging).**
- **Communicate high expectations for all students (mastery).**
- **Encourage increased interaction in mainstream classes (independence).**
- **Put bread in their mailbox (generosity).**
- **Consider service learning and peer-tutoring as a behavioral intervention.**
- **Never, never give up.**
- **Acknowledge and celebrate all successes, however small. ■**

“Students Who Are Transitioning From Residential And Correctional Facilities To The District Public School Programs Need Better Support”

Why Is It Important?

Students who are transitioning from residential treatment and correctional facilities to the local public school system can pose serious challenges to the school district as well as to educators. These students have a wide variety of serious, multi-factorial issues and needs which can overwhelm even the best educators and families.

Statistics and research clearly demonstrate the difficulty in reaching these individuals. Nationally, only “40 percent [of youth from correctional facilities] make a successful transition into the community...” (Karecz, 1996), a recidivism rate of 60 percent. Utah’s recidivism rate for special education students in state correctional facilities in the last five years has been 87% (Glassett, 2000).

A Parent’s Perspective

The following ideas are a parent’s perspective on how the educational system could be improved to provide better supports for students who are transitioning from residential treatment or correctional facility back into a public school setting. A foremost consideration that should be addressed in any educational planning and programming framework is the idea that a transitioning student needs additional latitude in making mistakes with the opportunity to correct them without seriously jeopardizing his educational placement. He needs a safety net underneath him to catch him when he makes mistakes. He needs an educational program that will set him up to experience success.

The following critical supports are needed for a successful transition:

- Student database needs to be transferred from the facility to the school district in a more complete and timely manner.

A bridge must be built between the old placement and the new placement. Ideally, the actual teacher from the school district should meet with the case manager at the facility. The school district would provide the teacher time and funding to attend this meeting. Here valuable information is transmitted about which educational and behavioral supports and strategies have worked and which have not.

- Collaboration between the facility, district, school, student and family.

Prior to the transition placement, a meeting should be held in which all concerned individuals have an opportunity to work in partnership, to voice their opinions and to form strategies. The student’s family should take an active role.

- A district coordinator who collaborates and coordinates with school administrators, staff (special educators and regular educators) and the family.

The district coordinator should identify if the student is covered by or needs to be evaluated for eligibility to special education or to Section 504. The coordinator would oversee the implementation of identified supports, provide technical assistance and training.

- An appropriate Individualized Education Program (IEP) or written 504 plan that has been created with a sense of ownership by everyone.

The interrelationship of mental health issues, educational programming and individual needs should be a concern. For example: when a student who is being treated for a major depression/suicide attempt, returns to school and experiences further failures, educators must be cautious not to exacerbate the depression with unreasonable demands.

Diane Dykman • Parent Consultant • Utah Parent Center

- **Address modifications and accommodations.**

Remember that many psychotropic medications used to treat mental illness blunt cognition and produce somnolence. Modifications and accommodations may include a reduction and simplification of schoolwork and homework and/or a shortened school day.

- **Address related service needs.**

The student may benefit from supports provided by school psychologists, counselors and other professionals.

- **An appropriate Behavior Intervention Plan (BIP) which is in compliance with the state's Least Restrictive Behavioral Intervention (LRBI) guidelines.**

Make sure the BIP is in place prior to transitioning the student. The BIP is a critical proactive strategy for defining interventions when inappropriate behavior escalates. The BIP protects the student as well as the school staff.

Residential and correctional facilities are highly structured environments. Transitioning to a less structured environment, such as a mainstream school setting, can make the individual anxious, especially if he can't generalize the academic and behavioral rules. Make sure the expectations are crystal clear. Consider initially transitioning the student into a restricted environment then progress to a less restrictive one as the student experiences success.

- **An adult mentor and peer buddy is a critical support.**

School staff such as teachers, counselors and others can serve as adult mentors to transitioning students. The adult

mentor can be an influential role model to students lacking fundamental problem solving skills or to students at risk for dropping out of school.

- **Assigning a peer buddy can also be a useful idea.**

Transitioning students often lack social skills and are unable to make and maintain friendships. Peer buddies can be the key to preventing social isolation.

- **Rewards and incentives for adult mentors and peer buddies would facilitate their participation.**

Career Ladders could be offered to adult mentors and special recognition could be given to peer buddies such as, community service awards, or wearing community service cords with the graduation cap and gown.

The student who is transitioning from a residential or correctional facility is at high risk for failure. Supports that create a safety net for these students would benefit not only the student but our schools and community as well. These supports can be a mechanism for inducing positive changes academically and socially as well as improving self-image. Hopefully, this safety net would have the potential to teach these at-risk students that they are not alone, that the community cares about them, and that they are not society's throw away kids. For their peers, the potential benefit of a mentor system can teach compassion and tolerance and also strengthen their own core values. Meeting the needs of the at-risk student in a positive, responsive and supportive way is a challenge that would instill in all of us a greater sense of community as we realize a valuable societal gain. ■



“Don’t laugh at me, don’t call me names, don’t get your pleasure from my pain, we’re all the same...” Whenever I hear this song sung by Mark Wills, I think about the pain the victim is experiencing. But we really have two victims in these instances. The sad reality is the bully is also a victim, because bullying behaviors are learned. Someone has taught the child that bullying is the way to get his/her needs met. The good news is the behavior

literature now documents that the early signs of conduct disorder can be seen in the preschool years. We are seeing mature acts of deviance among younger and younger children, (Bierman et. al., 1992). Watch the news and read the paper...children hurting, sometimes killing, children.

Don't Laugh At Me, Don't Call Me Names

can be unlearned with consistent and continual investment by schools and families. Are we as educators “Up to the Challenge?” Or is it easier to just dismiss such behaviors as “child’s play?”

We are failing children when we do not realize teasing and bullying are not child’s play. It really is harmful behavior that adults need to pay attention to because it can affect a child’s entire educational (and life) experience. Bullying behaviors I have observed in preschool consist of teasing, name-calling, taunting, hitting, aggression and defiance of adults. Aggression and defiance of adults appears to surface the most often. But, because entry in the formal school program is happening at an earlier age, we are able to intervene and teach appropriate behaviors sooner.

Researchers have shown that antisocial behavior patterns, such as bullying, that begin early in a child’s life, that are severe, occur across multiple settings, and are expressed in diverse forms, constitute a powerful risk factor for a host of negative, long-term outcome (Patterson, 1982; Robins, 1996, 1978). By the age of 24, 60% of identified bullies have a criminal conviction. Bullies are eventually disliked by the majority of students, and usually need more support from adults, and government agencies. It is not a good situation when you know 3, 4 and 5 year old children are disliked by the same peers they will probably spend the next twelve years with.

The pattern of bullying behavior begins and can be changed at an early age—as early as 2. Early intervention is essential. For instance, if you have a child who pushes his sister away from a toy in order to play with it, have the child practice asking for (and receiving) the toy the correct way. The older the child becomes, the more difficult change will be. After the age of 8-10, change is very difficult—not impossible, but difficult.



Preschoolers with aggressive antisocial behavior patterns have been a growing concern of early childhood educators for the past decade. A substantial amount of empirical

There is no one reason why a child may become a bully.

Several factors and circumstances influence why a child feels the need for power.

Research indicates bullying behavior is developed mainly as a result of factors in the environment. This environment includes the home, the school, and the peer group. Because most preschool children exhibit some

problem behaviors at one time or another, the most important discriminative features of the behaviors are frequency and intensity.

As children with emotional and behavioral problems develop, their problematic behaviors become more severe. For many children, behavior problems follow a progression of (a) disobedience in the home, (b) temper tantrums, and (c) teacher reports of fighting and stealing. Longitudinal research has found that behavior in preschool is the single best predictor of antisocial disorders at age 11 (White, Moffitt, Earls, Robins, & Silva, 1990).

You might be asking yourself just what do we do about this problem. We need to take a proactive approach, which involves both the school and home. Many times parents feel embarrassed and do not want to seek help for fear of people thinking they are “bad parents.” Helping the parents get past this and onto meeting the needs of their child is critical. A proactive system offers several advantages over the currently used, reactive referral procedures.

So, just what can you, as a preschool teacher do? Are you questioning whether you have the skills to handle the behavior appropriately? Here are just a few suggestions to help you.

- Parent training is essential. A strong commitment is needed in the home and the school to change the behavior. Parents need support from teachers and mental health/community workers to enforce positive behavior patterns.
- Specific training in social skills is needed to get along with other children. Exclusion is not the answer.
- Increase the amount of POSITIVE feedback the child gets in school and home. Shoot for 5 positive comments for every negative comment. “Catch them being good.”
- Develop a strong value system in the school and home that gives a very clear message to the child that bullying behavior is not acceptable. In other words, do not look the other way and hope the child will outgrow the behavior. ■

Valerie Scherbinske • Specialist • Utah State Office of Education

Electronic Collaboration: Dangers and Hidden Opportunities

Jeanne Bauwens • College of Education • Boise State University



Jeanne Bauwens, professor of education at Boise State University presented to the Utah Mentor Teacher Academy in October. The focus of the two-day training was Collaboration. Mentors discussed four major elements of collaboration: 1) why collaborate; 2) coaching; 3) universal design; and 4) consultation. Using resources, specifically technology, to help in collaboration efforts was part of what mentors had the opportunity to brainstorm about, and their contributions are included in the following article by Dr. Bauwens.

Computers and other technological devices have the capacity to streamline educational connections that we make with one another, if we agree to open up our personal highway to learning.

The way of the world and how we link with others is quickly changing. Like it or not, we are in the technology era and if we snooze or choose not to use, we will be swept-away by others who are, including the students for whom we are collectively responsible for educating.

The demographics of our schools' clientele are changing just as rapidly and radically. On Halloween evening Jay Leno, host of the Tonight Show, visited school-age children in Southern California. I was stunned by the mirror image of the demographics of the featured students with those that statisticians are saying about the make up of the student population in large, urban school districts in our country. For instance, they say that if you want to get a glimpse of the future of America's school age population,

just look to the Golden State of California and you will see the democratization of a melting-pot culture.

Currently thirty-five percent of the U.S. school children are members of minority groups, a figure that is expected to climb to more than 50 percent by 2040. One in five children come from a household headed by an immigrant. And nearly one-fifth live in poverty. Such student diversity offers tremendous challenges for educators. As Richard W. Riley, U. S. Secretary of Education says, "How we educate their minds and shape their values now will go a long way to defining the destiny of this nation." Therefore, in order to meet these students' unique needs, as well as those in the future, we must do so in a more sustained, collective and connected manner.

Thus, electronic collaboration is awaiting us at the school door to assist in building intellectual bridges that

Continued pg. 34

What is the Utah Mentor Teacher Academy?

The Utah Mentor Teacher Academy (UMTA) is a statewide program which started in 1986 as part of the Utah Learning Resource Center (ULRC) personnel development project. It is a unique training opportunity designed to enhance the skills of master educators across the state in an effort to strengthen the professional development capacity of local school districts. Since its conception, the UMTA has trained over 600 educators.

connect educators' "mindware" to meet the needs of this diverse "millennium generation." The current danger for educators is that if they choose not to link digitally, then we may become intellectually extinct, even more isolated and subsequently "at risk" of leaving the profession. However, the hidden opportunity is literally at our fingertips in that we can learn from others at anytime we choose, with anyone we'd like, from anywhere on this planet. So, the question begs to be answered: Why would educators NOT want to collaborate electronically?

The most frequent difficulty voiced by educators throughout the U.S. about implementing collaborative working relations, is T-I-M-E! Obviously, their current mindset relates to working with others in face-to-face, real-time interactions occurring during school hours. However, in a "time bound" system such as school, this method of collaboration is quickly becoming outdated and being replaced by electronic means of communication. Thus, digital togetherness can reduce and/or eliminate this frequent barrier called T-I-M-E!

Electronic collaboration implies an ongoing digital style of professional interaction/learning in which two or more people use electronic devices (e.g., fax, email, internet, elearning) as a means of engaging in shared decision-making as they work toward a common goal. These electronic devices vary from low to high tech in nature and most, if not all of them are currently available in schools across America if not the world. They are easy to use, cost effective and save us time because we don't have to schedule real time, face-to-face interactions.

Recently, at a two day staff development session with mentors from across the state of Utah, educators graciously provided specific examples of ways in which they are currently using electronic devices to connect with colleagues. Here are some examples:

Scanners

Scan in articles to email to a colleagues.

Facsimile Machine (FAX)

- when consulting, fax lesson ideas for immediate use
- send information to a co-worker who reworks the format

for the new program that will be implemented in the classroom

- provide additional information/follow-up after a staff development session

Electronic Mail (email)

- share information about what they gleaned from professional articles
- invite student teachers to participate in designing a student's IEP by contributing via email thus providing information about a student's current level of performance and any concerns they are experiencing
- create the agenda for an upcoming meeting (in a word document) and email to all who will be or may be interested in attending
- conduct classroom observation on line and fill out and submit electronically
- agree to link with colleagues for real-time email discussions using AOL or ICQ
- locate additional instructional materials on a particular unit, and e mail them to a colleague with whom you are coaching
- type strategies as you discuss them with a teacher (when consulting) and email immediately to their computer
- consult with teachers where students are included in a high school settings to check on grades, behavior, attendance
- schedule appointments to meet and discuss a student
- use the attachment feature to send a draft of copies of the IEP goals for review
- find out who might have additional resources on a particular subject area or can add to ideas on how to enrich the teaching of a particular concept
- send information on new medical syndromes
- send helpful articles to parents which can assist them with their child's behavior and/or academic skill deficiency
- contact a consultant when you need immediate emergency help
- encourage the mentee to email you (the mentor) if she/he has questions related to the last mentoring session
- link with a partner teacher (at your grade or in your subject area) who taught the same lesson and reflect upon its effectiveness

Email Helpline

- invite teachers to e-mail questions to a district-level person to get immediate answers (re. policy, regulation interpretations).

Who are mentors?

Educators are selected from each of the 40 school districts and related agencies in the state to participate in a monthly, 2-day training over a 2 year period. Those who attend the academy are special educators, general educators, administrators, and related service personnel who work with individuals with disabilities in the schools.



Chat Room

- connect to a chat line with several teachers at a given day and time and we try to help each other work out our problems of the week (5 heads are better than one)!

CD ROM

- develop charts, graphs and forms on a CD to share with others

Pager

- call and leave a message on a pager that has a text message feature—this is especially good for those who travel to remote places and are frequently away from their computer

Internet Lending Library

- develop a unit on community partners by asking who has materials I can use

Teleconferencing

- connect with outside agencies to team about a certain student
- when structuring a workshop that is a joint effort of six different people who will be cooperatively teaching it when one or more of the people live in a different area (the email comes in to play also)
- give explicit and immediate feedback to professors about practicum students who are from out-of-regions training institution professors
- place camera in both school classroom and the university instructor's office
- she/he observes the lesson and then debriefs immediately afterwards
- conduct a teleconference with the placement site that has just transitioned a student from their site to yours (and vice versa)

Based on these examples, there is a myriad of ways in which to connect mindware digitally. When we create this collaborative culture among educators, school becomes a stimulating, energized workplace which becomes reinforced by the new information flow. There is no better time than now to use technology as edutainment rather than entertainment. As Emerson once said, "That which we persist in doing becomes easier for us to do; not that the nature of the thing itself is changed, but that our power to do so is increased."

The Opportunity Is Now Here! ■

***Purpose of the Utah Mentor Teacher Academy**
The training curriculum of the UMTA centers around a foundation of five skills of mentoring: knowledge base, modeling, interpersonal skills, collaboration and facilitation. The goal is for mentors to take the information and skills acquired at the academy back to their schools, districts, or agencies and share with colleagues and staff.*

List Serv

- develop ongoing communication with teachers in the building who have a particular student included in their classroom
- keep the members of an inclusion team updated on a child's behavior so that when the team reconvenes, everyone is up-to-date with the child's current level of performance
- create a listserv of all teachers who have attended a particular staff development session and provide additional information/follow-up after the session
- create a listserv of teachers who have common problems. The group can consult with each other and send ideas that have or have not worked during the week
- update other members of your team the results of an assignment and how a particular student is doing

Internet

- create a database of articles dealing with methodology for teaching in the classroom and provide links to articles in one common networked folder
- provide additional information/follow-up after a staff development session
- post PowerPoint presentations on your home page to be downloaded by colleagues (initially alerting them of the availability via email)
- highlight research facts and post on the school web page
- search for helpful web sites and include the URL on the monthly mailer and then people can check them out for themselves
- create multiple means for accessing a particular web site by having one person in the cooperative teaching team locate sites (or target components of one particular site) for certain students to visit which are at their particular ability level

Web Board

- create a conference about a particular problem that has surfaced in the school. Colleagues can consult with one another and send ideas that have or have not worked
- create a mentor website (for other mentors) and post lesson plans, issues and best practices so as to assist mentors to become even better at mentoring

New Resources

for the Special Educator!

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

Art Access/VSA Arts of Utah is proud to announce two new resources for the special education teacher. *The Sky is Green, True Stories of Artists and Teachers of Children with Disabilities*, a soft-cover book which is the result of a five-year collaborative effort and *Desert Wanderings*, a semi-annual literary magazine.



The Sky is Green

VSA Arts of Utah is proud to announce the publication of *The Sky is Green—True Stories of Artists and Teachers of Children with Disabilities*. This book is a five year collaborative effort by VSA Arts of Utah and the Arts Education Program of the Utah Arts Council, in which special education teachers were paired one-on-one with artists from the Arts Education Artist Residency Bank. Artists were able to expand their comfort level, working with children who have special needs and special education teachers gained a new appreciation for the value of the arts for their students. This publication is funded in-part by the State Office of Education: Students At Risk Services (SARS). *The Sky is Green* includes candid interviews with pairs of teachers and artists working with students ages K-12 in Utah schools. It includes detailed lesson plans and is a valuable resource for any teacher. *The Sky is Green* will be distributed to local special education directors through the State Office of Education by January, 2001. Additional copies are available at Art Access/VSA Arts of Utah for \$10.00.



Desert Wanderings

Desert Wanderings is a semi-annual literary magazine published by Art Access/VSA Arts of Utah. The purpose of the magazine is to provide an avenue for writers with and without disabilities to express the wonder and delight in the diversity found in life, as well as the harshness of that diversity experienced by some people with disabilities. People with disabilities often experience life from a different vantage point than most. These fiction and non-fiction experiences are written in the form of poems, short stories, and essays. Entries may be submitted to Lori Brock, Editor, c/o VSA Arts of Utah, 339 W. Pierpont Ave., Salt Lake City, Utah 84101. Copies of the magazine are available for \$3.00.



For more information, please contact:

Julie Newland, Programming Coordinator, VSA arts of Utah, 339 West Pierpont Avenue, Salt Lake City, Utah 84101 • 801-328-0703 • julie@accessart.org ■

Service Directory.....

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Special Education Services

- Mae Taylor • Director, At Risk and Special Education Services.....538-7711 • mtaylor@usoe.k12.ut.us
- Nan Gray • Coordinator of Special Education/Specialist, Transition.....538-7757 • ngray@usoe.k12.ut.us
- Brenda Broadbent • Specialist, State and Federal Compliance.....538-7708 • bbroadbe@usoe.k12.ut.us
- Karen Kowalski • Specialist, Emotional Disturbances/Mental Health Issues..538-7568•kkowalski@usoe.k12.ut.us
- Cal Newbold • Specialist, Fiscal and Data Issues, Charter Schools.....538-7724 • cnewbold@usoe.K12.ut.us
- Valerie Scherbinske • Specialist, Preschool.....538-7846 • vscherbi@usoe.k12.ut.us
- Bruce Schroeder • Specialist, Comprehensive System of Personnel Development (CSPD)
.....538-7580 • bschroed@usoe.k12.ut.us
- Dale Sheld • Specialist, Learning Disabilities/Communication Disorders/Assistive Technology
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- Deb Spark • Specialist, Assessment and Monitoring.....538-7576 • dspark@usoe.K12.ut.us
- Jocelyn Taylor • Specialist, OHI, TBI, Autism538-7726 • jtaylor@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

Utah Learning Resource Center

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- 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's BEST and Inclusion Projects

2290 East 4500 South #170, Salt Lake City, Utah 84117 • 274-5825

- Ken Reavis • Project Specialist, BEST.....435-654-1921 • ken.reavis@svc.nues.k12.ut.us
- Natalie Allen • Project Specialist, BESTnataliea@provo.k12.ut.us
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- Danielle Keith • Project Specialist, UPI.....daniellek@provo.k12.ut.us
- Loydene Hubbard-Berg • Project Specialist, UPI.....loydeneh@provo.k12.ut.us

Utah Parent Center

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

**Back Cover
Photo:**
The Utah Learning
Resource Center
recently did a *fishy*
presentation to
the statewide
consortium.
Everyone *caught*
a good attitude!!

Utah

Professional Development

Calendar 2000-2001*

December 2000

- 1 "Stopping Violence in Our Schools", Salt Lake Community College South Campus. Contact Connie Tait (801) 538-7695.
- 2-6 NSCD Conference, Atlanta, Ga.
- 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, Salt Lake Airport Hilton. 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, Salt Lake Airport Hilton. Contact Ted Kelly (801) 374-4934 or Jerry Christensen (801) 272-3431.
- 18-19 BEST, Salt Lake Airport Hilton. Contact Natalie Allen (801) 274-5285.
- 25-26 12th Annual Mentor Conference, West Coast Hotel at Salt Lake. 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, Salt Lake Airport Hilton. Contact Ted Kelly (801) 374-4934 or Jerry Christensen (801) 272-3431.
- 7 Southern Regional Transition Conference, Dixie Conference Center, St. George. Contact Don Olsen (435)-743-5680.
- 15-16 Inclusion Network Support Teams. Contact Danelle Keith (801) 538-7716.
- 21 State Transition Roundtable. Location to be announced. Contact Nan Gray (801) 538-7757.
- 22-23 Mentor Training, West Coast Hotel at Salt Lake. Contact ULRC (801) 272-3431 or (800) 662-6624.
- 22-23 BEST, Sheraton Hotel at the International Center. Contact Natalie Allen (801) 274-5285.
- 26-28 Student Assistance Conference, Ogden, UT

March 2001

- 7-9 Instructional Leadership...in the 21st Century, Salt Palace Convention Center, Salt Lake City. Contact (800) 531-0082.
- 15-16 BEST, Ogden Marriott. Contact Natalie Allen (801) 274-5285.
- 16 Northern Region Transition Conference, Ogden Eccles Conference Center, Ogden, UT. Contact Sue Loving (435) 830-6577.
- 22-23 Mentor Training, West Coast Hotel at Salt Lake. Contact ULRC (801) 272-3431 or (800) 662-6624.
- 26-30 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.
- 19-20 Suicide Conference
- 23-24 Inclusion Network Support Teams. Contact Danelle Keith (801) 538-7716.
- 27 Color Country Regional Transition Conference, College of Eastern Utah, Price, Utah. Contact Tony Done (435) 678-1222.

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, Salt Lake Airport Hilton. Contact Ted Kelly (801) 374-4934 or Jerry Christensen (801) 272-3431.
- 9-11 Troubled Youth Conference
- 17-18 Mentor Training, West Coast Hotel at Salt Lake. Contact ULRC (801) 272-3431 or (800) 662-6624.
- 17-18 BEST, Prospector Square, Park City. Contact Natalie Allen (801) 274-5285.

*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.

*"...the foremost task
of education to be
building the pro-social values
of courage, compassion
and self-discipline."*

Kurt Hahn

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 are limited to one half page in length. Articles and announcements must be received by the following dates for publication:

February: Language Acquisition-Due December 20th

March: Reading-Due February 9th

May: Math-Due March 30th

Contact Cheryl Hostetter, Editor, *The 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.

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February 8-9th, 2001

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Stories from the Road!

See Pg.37



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