

Behavior Today



The voice and vision of special education

Behavior Today

The official newsletter from
**The Council for Children
with Behavioral Disorders**

Behavior Today

Council for Children with Behavioral Disorders Newsletter

From the President's Desk

Dear CCBD members,



I am honored to move in to the role of President of the Council for Children with Behavioral Disorders (CCBD) for the upcoming year. I have had the privilege of being able to observe and learn from several of my predecessors including Nick Gage, Kathleen Lane, Wendy Oakes, and Terry Scott. I will strive to provide the same level of leadership that my colleagues have provided since the inception of CCBD in 1964.

It is truly humbling to be able to not only represent the membership of CCBD, but also to work with an incredible group of dedicated individuals who make up the Executive Committee.

As summer is ending and we are moving in to a new academic year, I hope that everyone has had a chance to relax and spend quality time with friends and family, or to do something that has left you feeling ready for the upcoming year. It feels like the field of education, and more specifically special education, has come under fire recently. Regardless of the political agendas that influence our field, I believe it is important that the members of CCBD maintain a focus and work toward our overriding goal- to improve the outcomes for person with, or at-risk for emotional and/or behavioral disorders (EBD). CCBD is made up of a combination of practitioners, administrators, researchers, and others who are all committed to one thing- improving the practices of educating our youth with EBD. Regardless of your role, you play an important part in this process. No role is less, or more important than any other- it takes all of us working together to serve the EBD population. Now, more than ever, it is important that we band together and continue to advocate and work to improve outcomes for the children we serve.

One of the best ways that we can accomplish these goals is through professional development. This summer, the CCBD Professional Development Committee has been working with representatives from the Teacher Educators for Children with Behavior Disorders (TECBD) to finalize the program for the 2018 Annual TECBD Conference, taking place October 18-20, 2018 in Tempe, Arizona. The TECBD conference is an

exceptional conference that allows practitioners, graduate students, researchers, advocates, and policy makers to interact and share ideas in a comfortable setting. I hope that everyone is able to join us this year! In fact, bring a friend or colleague!

Thank you for the opportunity to serve in this capacity. I can speak for my colleagues on the CCBD Executive Committee when I say that we look forward to serving you. My hope for this year is that we continue to bridge the research-to-practice gap by helping to disseminate current research to improve services for students with EBD, and to advocate for policy change that improves the opportunities for success for the students we serve. We can only do this by working together. Our organization is only as strong as its members. We thank you for maintaining your membership and we ask your help in getting the word out to your colleagues about CCBD. The more we grow, the more the work of our members will be heard. This ultimately leads to better outcomes for our students! If you know of someone who is interested in joining CCBD, please have them contact me and I would be happy to speak with them. Let's have a great year!

Justin T. Cooper, Ed.D.
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Implementing Antecedent-Based Intervention: Quick Tips for Practitioners

Nate Marsden, Canyons School District

As educators, we often acknowledge the association between student behavior and the educational environment, but tend to implement consequence-based strategies (e.g., redirection, rewards, etc) more frequently than antecedent-based strategies (Martens, Peterson, Witt, & Cirone, 1986). However, antecedent-based intervention (ABI) can be an effective way to minimize occurrences of interfering behavior, by modifying the environment, antecedent events, instructional content, or even the manner in which instruction is delivered. The following tips can be helpful to practitioners considering the use of ABI:

- Identify the function of the interfering behavior- By doing this, you'll not only be able to develop effective teaching and consequence strategies, but you will also be more likely to find antecedent strategies that render the interfering behavior irrelevant.

- Identify preferences- Since ABI is more effective when used in conjunction with teaching replacement behaviors and extinction of interfering behaviors, it is imperative to find powerful reinforcers. Take the time to identify a student's unique preferences.
- Select antecedent-based intervention(s)- When doing this, make sure your interventions match the function of the interfering behavior. For example, if a student engages in talking out to gain attention, providing up-front attention could be one way to make the interfering behavior irrelevant. Here are some other possible antecedent-based interventions:
 - Use student preferences to make instruction more engaging
 - Adjust the physical environment
 - Offer choices, when possible
 - Use visual supports to create predictability and promote engagement
 - Provide non-contingent reinforcement
 - Consider individual accommodations and modifications when planning instruction
- Collect ongoing data- Last on this list, but not least, remember that data collection will speak to the effectiveness of your selected interventions.

Antecedent strategies can be an effective and efficient means of preventing interfering behaviors, as well as creating an environment that is more conducive to student engagement and learning, across students and environments (Kern & Clemens, 2007). Whether you're looking for individualized or classwide behavior interventions, remember to consider the potential of ABI.

Kern, L., & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, 44(1), 65-75.

Martens, B. K., Peterson, R. L., Witt, J. C., & Cirone, S. (1986). Teacher Perceptions of School-Based Interventions. *Exceptional Children*, 53(3), 213-223.



Dear Miss Kitty

Dear Miss Kitty:

I accepted a position as a special education teacher at the high school level. I have a student for one period a day who only reads at a second grade level and I am not sure how to help him. I went back and talked with the elementary teachers about what they had done to teach him to read. The teachers, from third grade on, said that they had just given up on teaching him to read and just decided to read any material he needed to him. I don't know what to do. It seems like I should be teaching him to read but I don't know where to start and wonder whether I should just read for him. What should I do?

Confused

Dear Confused:

I am sorry that your student is now in high school and can't read. I am encouraged though that you want to teach him to read. When in such a situation, you have to have a positive attitude and explore all the possibilities that await you and your student.

The first thing to do is to review previous evaluations and see if you can determine why this student is struggling with reading. Look at his strengths and weaknesses and see how you can use those to help him.

It is important to determine what specially designed instruction could be utilized to teach him to read. Special education is much more than providing accommodations. Yes, you may need to read some of his content texts to him but he also needs to be taught to read based on a specific plan that incorporates his strengths and weaknesses and is systematically designed to meet his needs based on a current evaluation. He may need a multi-sensory approach. Ask for the opinion of the last evaluation team or begin the process of a new evaluation.

Reconvene the IEP meeting to determine why he is only receiving one period per day of instruction and to determine whether his time with you can be increased so you have more time to focus on his needed instruction and what that instruction should look like.

You have precious little time to wait. You need to explore all possibilities right away. Review what you have learned about teaching reading. Participate in staff

development sessions or webinars about teaching reading to students in secondary schools. Consult with your special education supervisor or a special education colleague or a reading specialist. If your student has a learning disability, find out what areas are impacted. If your student is refusing to read, find out why. Review all of the methods that might be used to teach him to read.

While additional evaluations are being conducted, learn as much as possible about your student's strengths and weaknesses and his interests. Consider utilizing high interest low vocabulary materials with him. Use his interests to get him involved in reading. Talk with his parents to learn what he likes to do. I once taught a student to read using the HBO guide because that is what his Mother said he liked to watch. At the secondary level, some students are motivated to learn to drive and you can utilize the Driver Education Manual to teach key words. You want to instill in him a reason to read so find out what he wants to do with his life and start building vocabulary centered around his vocational interest. I have also utilized Fast Food Restaurant menus to teach students key words.

Chances are your student has given up on reading and is very self-conscious about the fact that he cannot read. He probably doesn't want his peers to know he can't read so it is important that you not embarrass him in front of his peers. When working with him to teach him to read, it will be important to do so on a one-on-one basis because his needs are unique and he needs intensive instruction.

You also want to build momentum for his reading success. You will need to build a positive relationship with him and let him know that you are there to help him. Find out as much as you can about him and build on that information. Set goals with him for reading and have him chart how he is progressing so he has hope that he can learn to read. Celebrate with him the progress he makes.

Thank you for seeking assistance for your student and focus on relationships, specially designed instruction, and celebrating step by step success.

Sincerely,

Miss Kitty





Recreational Reinforcement

“Some Principles of Behavior: From Pigeons to Podcasts”

Eric Alan Common, Ph.D., BCaBA, University of Michigan-Flint

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Recreational reinforcement is a column that celebrates the recreational and leisurely pursuits of educators and professionals supporting the multiple needs of children and youth with or at-risk of emotional and behavioral disorders. Each column highlights a recreation or leisure activity (or product) and discuss the applied behavior analytic principle or technology in play. In this month’s column, we define and illustrate some principles of behavior. In between principles we review and introduce to our readers a few of our favorite podcasts this summer.

Keywords: principles of behavior, podcasts, true crime, rational fiction.

Podcasts are digital audio files, typically made freely available on the internet for downloading and listening to on a device. Podcasts are typically available as a series, many of which can be subscribed to, to allow new episodes to be automatically downloaded. Some of the most well-known (and downloaded podcasts) include the likes of *This American Life*, *Serial*, *Stuff You Should Know*, *Freakonomics Radio*, *Fresh Air*, and *Radiolab*. But did you know there are also a number of podcasts specific to applied behavior analysis, of which some even offer continuing education units (CEUs)? The *Behavioral Observations Podcast* and *Sr Plus* podcasts feature engaging interviews with distinguished professionals in our field, while *ABA Inside Track* reviews research articles through lively discussion. Previously in this column, specific principles of behavior (e.g., reinforcement) and behavior change tactics (self-monitoring) have been highlighted while exploring our rec and leisure. In this column, we hone in on *what exactly is a principle of behavior is*.

Principles of Behavior

Principles Defined

Cooper, Heron, and Heward (2007) define a principle of behavior as the functional relation between behavior and one or more of its controlling variables. Hulac and Briesch (2017) describe six principles of behavior: law of effect, reinforcement, extinction and punishment, matching law, motivating operations (satiation and deprivation), and discriminative stimulus. These principles are at work in the fundamental elements that make up the philosophy of behaviorism, as well as its two

branches of science: experimental analysis of behavior and applied behavior analysis. In general, principles of science—no matter what field—summarize and explain a large collection of knowledge reflecting causal relations fundamental to reality. In the case of behavioral sciences, they reflect the functional relations between behavior and the environment. Principles of behavior provide the theory of change for why behavior-change tactics work. For each of these principles, we offer illustrations of how they have been in play as we have searched, subscribed, downloaded, and listened to a few of our favorite podcasts.

Law of effect: We are likely to engage in behaviors which result in satisfying consequences. That is, behaviors that produce pleasurable effects in a particular situation, are more likely to occur again under similar settings. For instance, we listen to a lot of podcasts because we enjoy listening to them for various reasons. Plugging into *Serial Killers* (Kathryn) or listening to the *Methods of Rationality* (Eric) to take a break from work (negative reinforcement: activity/tangible) or listening to the latest *ABA Inside Track* to accrue Type II CEUs (positive reinforcement: activity/tangible) both generate pleasurable consequences—despite their serving of different functions. As such, the behaviors we do while listening to podcast—cleaning, commuting—also tend to increase.

Reinforcement: We can promote the future likelihood of behavior through reinforcement. Reinforcement refers to stimulus changes that immediately follow a response and increase the future frequency of that type of behavior occurring under similar conditions. Behaviors are maintained by positive reinforcement (access) or negative reinforcement (avoidance), with individuals seeking or avoiding attention, activities or tangibles, and/or sensory stimuli. Reinforcement can be programmed, such as token economy systems (e.g., earning a PBIS ticket following meeting a school expectation) or natural (e.g., earning an A on an exam following taking detailed class notes and studying after school). Podcasts can serve as powerful reinforcer. For example, Eric was always willing to go on family road trips and has fond memories of him and his two sisters each listening to music on their individual walkman. In college, he introduced his mom and sister to *This American Life*, and road trips quickly became about how many episodes they could get in from home to Grandma Jan's. Those years, Eric and his mom visited Grandma Jan a whole bunch.

Reducing Behaviors. We can reduce or eliminate the future likelihood of behavior through punishment and extinction.

Extinction: We can reduce or eliminate the future likelihood of behavior through extinction. Operant extinction refers to the discontinuing of reinforcement of a previously reinforced behavior so that the response no longer produces said reinforcement. Extinction has the effect of decreasing the frequency of the behavior.

While using extinction procedures is an effective intervention procedure in of itself, extinction is often recommended to be combined with other treatments (e.g., the reinforcement of alternative behaviors). For example, Kathryn was concerned with her off-task behavior whenever she sought to deep clean her condo (a non-preferred task). Her off-task behavior was defined as engaging in any behavior other than cleaning her apartment. Examples included: streaming multimedia on her television, laptop or other device. Non-examples included: scrubbing bathroom and kitchen surfaces, sweeping, dusting, and mopping. Kathryn decided to try extinction from what she hypothesized to primarily result from escaping cleaning (negative reinforcement: escape activity [cleaning]) and to a lesser extent accessing sitcoms (positive reinforcement: access activity). She developed a procedure where she would download an episode of *My Favorite Murder* (you'll laugh, cringe, and gasp) or *Sword and Scale* (not for the faint of heart) and turn off her wi-fi. Whenever she attempted to engage in off-task behavior, turning on her laptop or television did not produce the previous reinforcing consequence of accessing entertaining content. In addition, she reinforced her behaviors associated with cleaning, by pairing those tasks with listening to serial murder podcasts (a high preference activity).

Punishment: We can reduce or eliminate the future likelihood of behavior through punishment. Punishment refers to stimulus changes which immediately follow a response and decreases the future frequency of that type of behavior under similar conditions. Like reinforcement, there are many natural consequences that happen as a result of a behavior that are not planned or controlled. These natural consequences can shape behavior as much as programmed reinforcement (e.g., token system) or programmed punishment (e.g., time out) procedures. For example, Kathryn is an avid runner and would occasionally listen to podcasts or music while running. Given the success of reinforcing cleaning with murder mystery podcasts, Kathryn started downloading and listening to the same podcast she cleaned to. Inadvertently, any movement or shadow in the thicket caused heightened alertness and behaviors associated with fright (she may or may not have screamed on the trail). As such, her frequency and duration of running were greatly reduced as she would pause or halt, or even turn around and run home. Not wanting to reduce her running behavior further, Kathryn in the future made a point to only listen to country music while running.

Matching law: We tend to engage in those behaviors that bring the greatest reinforcement. That is, rates of behavior across choices are distributed proportionality and match the rates of reinforcement received resulting (consequence) to each choice. While we both listen and subscribe to a range of podcasts, including true crime, journalistic nonfiction, rational fiction and behavioral podcasts, we are more likely to listen to the podcasts that bring the greatest reinforcement. While acknowledging how

awesome the idea of behavior podcasts is in disseminating our science both within and beyond our field, in our recreational pursuits, we receive greater reinforcement from listening to *Lore* (non-fiction scary stories) and *The Moth* (storytelling).

Motivating operations: What we find rewarding once may not always be so. Motivating operations refer to an environmental variable that alters—increases or decreases—the reinforcing or punishing effectiveness of a consequence and alters the current frequency of behaviors that have been reinforced or punished by that consequence. For instance, Eric’s favorite podcast ever is *The Methods of Rationality Podcast*—a series dedicated to Rationalist Fiction, a serialized version of audiobooks. To date, they have produced *Harry Potter and the Methods of Rationality* (HPMOR) an alternate universe story, where Petunia marries a loving biochemistry Oxford professor and is matched in Ravenclaw—the power the dark lord knows not may not be rationalism empiricism. Other works include *The Metropolitan Man* (rational superman), *Crystal Society* (rational science fiction about Artificial Intelligence), and other short works (including spoofs on *Lord of the Rings*). Satiation refers to motivating operations that decrease operant behavior as a result of continued contact with the consumption of a reinforcer, which therefore reduces the effectiveness of said reinforcer. Whereas, deprivation refers to the opposite, or the state of being not contacting/consuming a particular reinforcement for a length of time, and increasing the effectiveness of a particular reinforcer. Satiation and deprivation are illustrated below.

Satiation: When we have had too much of something, its reinforcing quality decreases. Occasionally, Eric inadvertently (and no fault to his own) becomes satiated with *Harry Potter and the Methods of Rationality* and its reinforcing consequences become no longer or less reinforcing. As you can imagine, with this being Eric’s favorite podcast, he’s listened to it a lot, especially his favorite series within the rational fiction universe, HPMOR. Eric has probably listened to *Harry Potter and the Methods of Rationality* three times straight through and has read it in print form once. He may or may not be listening to it with his partner (who listens at a painstakingly slow pace) for a fourth time. With each listen (and the abundance of other podcasts and fiction to read), sometimes Eric becomes satiated—grows tired of the story—and other podcasts, audiobooks, print books, and television shows become more pleasurable, and thus reinforcing. When not satiated, Eric may go to bed early so he could listen to HPMOR for 15 min, when satiated, that is unlikely to increase and promote a timely bedtime.

Deprivation: When we have too little of something its reinforcing quality increases. Other times, Eric is able to make *Harry Potter and the Methods of Rationality* more reinforcing by limiting his access to HPMOR and becoming deprived. This includes taking a long break from the podcast between episodes and returning a few days or few

weeks later. By creating a deprivation condition Eric is able to set up behavior change procedures to target and reinforce certain behaviors, and return to the reinforcing consequence of HPMOR.

Discriminative stimulus: We look for cues to tell us whether reinforcement is likely to occur following certain behavior. Discriminative stimulus are cues is a particular environmental event or condition which represents a particular behavior response is expected, and if implemented will be reinforced. For instance, while there are many podcasts and many hours within the day, Eric and Kathryn barely have time to listen to one or two a day (and that's during the summer months). To make matters worse, many podcasts are first and foremost radio broadcasts. For instance, Eric loves listening to NPR in the car, and is an avid listener of *Morning Edition* or *All Things Considered* during his morning and evening commutes to stay informed with the daily news, as well as *Fresh Air* (interviews), *Science Friday* (science), *Wait Wait Don't Tell Me* (news game show), and reruns of *Car Talk* (cars and auto repair) for strictly entertainment purposes.. He loves these shows and listen to them somewhat regularly, but he would rarely subscribe or download an episode. For him, these shows are under stimulus control of being in his car. As regular commuters who schedules change somewhat regularly, one of the biggest markers that our schedule has changed is in one broadcast goes away and another broadcast returns. For example, Eric used to be a traveling Behavior Supervisor and knew which clients he saw and which clients he would listen to. He knew on Fridays he would visit two school-based clients to the north, and then after lunch have a long commute to the south where we knew he would listen to *Science Friday*. His schedule was a cue for when to expect the reinforcing qualities of *Science Friday*. In turn, as his schedule changed from time to time as it did, he was open to any schedule, but was more willing to deal with southern traffic than his counterparts, especially on a Friday.

Conclusion

We hope our readers enjoyed learning what we are downloading and listening to this summer and had fun learning about principles of behavior. As many of us prepare to go back to school this fall, as you implement lesson plans and behavior intervention programs that employ behavior change tactics grounded in applied behavior analysis, we encourage you to think about what principles of behavior are in place to teach and promote the use of socially significant behaviors.

Author Bio

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Kathryn Germer is a clinical supervisor and provides behavior-analytic services and consultation to schools in California. She is a credentialed special education teacher and Board Certified Behavior Analyst.



Special Focus:
Mental Health Service Provision in Schools

Calli Lewis Chiu

New York and Virginia are the first two states to enact legislation requiring school curriculums to include mental health education. The New York legislation requires that all K-12 students receive information about mental health as part of the health curriculum. Virginia's law requires mental health education in ninth and tenth grade. Senator Creigh Deed's was a sponsor of the Virginia law. Deed's is familiar with the urgency of mental health education. In 2013, his son who was 24 years old, repeatedly stabbed Deeds and then took his own life. You can read an interview with Deeds about the legislation here:

<https://www.npr.org/2018/07/05/626300290/new-virginia-law-mandates-mental-health-education-in-public-schools>

full report here: <https://www.gao.gov/assets/700/690828.pdf>

View the New York legislation here:

http://assembly.state.ny.us/leg/?default_fld=&leg_video=&bn=A03887&term=2015&Summary=Y&Memo=Y&Text=Y

View the Virginia legislation here: <https://lis.virginia.gov/cgi-bin/legp604.exe?181+ful+SB953ER>



**Instructing for Social and Emotional Learning Across the
School Years**

Brian R. Barber, Christopher L. Van Loan, Michelle Cumming, & Daniel V. Poling

Social and emotional learning, or the ability to successfully communicate, resolve conflict, interact with others, and manage emotional responses can help students do better

in the classroom and in life. Researchers contend that well-designed, well implemented social and emotional learning (SEL) programs are associated with positive social, emotional, behavioral, and academic outcomes for children and adolescents. Increasing acknowledgement of the importance of SEL has led to a proliferation of available programs that vary widely in skill focus, teaching strategies, implementation supports, and general approach toward SEL.

Despite wide availability, many teachers report that selecting and using SEL programs that are best suited to their school contexts and specific challenges is a daunting task. In part, the lack of detailed information about the specific content and approach of pre-packaged SEL programs makes arriving at informed choices difficult. Moreover, research linking specific SEL program components to outcomes has been rare, despite teachers' calls for evidence-based strategies that can be easily integrated into daily practices. It is no surprise that SEL programs are rarely integrated into classrooms and schools in ways that are meaningful, sustained, and embedded in the day-to-day interactions of students, educators, and school staff!

Fortunately, there are some ways that teachers can avoid being overwhelmed by the many decisions involved in selecting and implementing SEL programs. First, effective programs incorporate some common elements that can be easily identified: (1) sequenced activities that lead in a coordinated and connected way to skills, (2) active forms of learning, (3) focus on developing one or more social skills, and (4) explicit about targeting specific skills. In cases in which SEL programs are cost prohibitive or too time intensive, teachers may also focus on the inherent, specific strategies that underlie effective SEL instruction, and integrate them into daily practice across school contexts – effectively moving from program-dependent, to adaptive and flexible instruction that reflects the active ingredients or strategies most tied to positive outcomes.

Regardless of the skills taught and the instructional approach, teachers need to be aware that age-appropriateness and developmental stages are fundamental considerations of any effort to support students' growth in SEL domains. Understanding the continuity of skill development over time, sensitive periods for intervention, connectedness to academics, and the salience of relationships are “musts” to integrate and embed SEL in ways that result in real and sustainable change. Through exposure and practice, teachers can more adequately select, implement, and adapt SEL programs to support developing student's SEL skills.

Our three-hour workshop at the Teacher Educators for Children with Behavior Disorders (TECBD) conference will highlight our collective work in the areas of SEL promotion, prevention, early intervention, and treatment. Using four curricular examples,

we identify specific, research-based practices for instructing SEL skills to students with or at risk for behavioral difficulties across the school years. Please join us in Tempe, AZ this October for an illustrated look at the specific skills, instructional methods, and programmatic features offered by effective SEL programs.



Using Twitter Chats as a Professional Development Tool

Marla Lohmann

As teachers, we are lifelong learners and want to learn more about effective teaching strategies, as well as best practices for managing behavior challenges in the classroom. We get excited about connecting with colleagues and hearing how they are implementing evidence-based practices, especially PBIS in their classrooms and schools. By using Twitter as professional learning tool, we can connect with others around the world who share our passion for learning and behavior management. One way to connect is to attend Twitter chats, which are structured online discussions around a specific topic.

For professionals in the field of E/BD, #pbischat is fantastic. It occurs on Tuesday evenings at 9 Eastern Time. This chat is a one-hour discussion with a specific theme about implementing PBIS. Recent themes have included “Adult Behavior & PBIS,” “Family Engagement & PBIS,” and “PBIS & School Mental Health.” During the chat, the moderator will ask questions and all attendees are encouraged to respond to the question, as well as to one another’s responses. Throughout the chat, each person uses the hashtag #pbischat so that all of the tweets are connected. At the conclusion of the Twitter chat, the session is archived for later viewing; all archived chats can be viewed at: <http://www.pbischat.com/p/archives.html> and you do not need a Twitter account to view the archived chats.

I highly recommend making Twitter chats a part of your weekly routine. I love joining (or at least viewing) #pbischat on Tuesday nights while I am putting my kids to bed. And, I often read the archives of other chats throughout the week. It helps me to stay connected to other professionals in our field, as well as stay-up-to date on current trends and ideas.

While I believe that #pbischat should not be missed, I recommend also participating in other chats related to your interest and personal professional development

needs. Other Twitter Chats that may be of interest to teachers of students with emotional and behavioral disorders are listed in the table below. Happy Chatting, CCBD members!

Chat Hashtag	Day/Time	Topic
#edchat	Tuesdays, 7 pm Eastern Thursdays, 7 pm Eastern	Variety of Education-related topics
#edtechchat	Mondays, 8 pm Eastern	Using technology to enhance learning
#iechat	Mondays, 9 pm Eastern	Effective inclusion strategies
#coteachat	2nd & 4th Tuesdays of the month, 8 pm Eastern	Effective co-teaching
#spedchat	Tuesdays at 9 pm Eastern	Special Education topics
#specialedchat	Wednesdays at 11 am Eastern Wednesdays at 4 pm Eastern	Special Education topics
#LDChat	Wednesdays at 12 pm Eastern	Teaching students with learning disabilities
#atchat	Wednesdays at 9 pm Eastern	Using Assistive Technology to meet student needs
#satchat	Saturdays at 7:30 am Eastern	Topics of interest to school and district administrators



CEC/CASE Legislative Summit: CCBDers Can Make a Difference!

Mitchell Yell & Mickey Losinski

From July 7 through 11, the Council for Exceptional Children (CEC) and the Council of Administrators of Special Education (CASE) held the 2018 legislative summit on Capitol Hill in Washington, DC. More than 250 CEC members, including folks in CCBD, met to advocate for students with disabilities, their parents, and their teachers. First, team members had two days of training by CEC personnel and national

experts on four major positions espoused by CEC. The four major CEC positions were as follows:

1. Provide full funding for the Individuals with Disabilities Education Act (IDEA), the Jacob Javitz Gifted and Talented Students Education Act, and the National Center for Educational Research,
2. Keep public funds in public education by supporting funding to public schools and opposing using public funding for private school by any means,
3. Provide funding to alleviate special education teacher and early intervention shortages, including funding for the Higher Education Act Teacher Quality Partnerships Grants and the Higher Education Act Loan Forgiveness Program, and
4. Increase federal involvement for the Every Student Succeeds Act (ESSA) to provide funding to social and emotional learning, positive school climate, and mental health supports for students.

Teams of CEC members from the various states then met with their Senators, Representatives, and/or their staffers to present the four recommendations. A highlight of the legislative summit was a rally and a brief presentation by Senator Cory Booker of New Jersey. Senator Booker has presented and is leading the charge for legislation known as the Supporting the Teaching Profession through Revitalizing Investments in Valuable Educators (STRIVE) Act. The purpose of the STRIVE Act is to address the teacher shortage in the nation.

All CCBD members can make a difference for the field of special education by contacting their Congressional representatives and urging that they support CEC's important positions. The CEC's Legislative Action Center (<http://cqrcengage.com/cek/home?0>) contains a wealth of information to help you advocate for students with disabilities, their parents, and their teachers. Some such information includes the Action Center, where you can contact your Congressmen and personalize letters to email them, the CEC's Policy Insider, a blog on important policy issues, and CEC's position on certain key pieces of legislation before Congress. CCBD members can make a difference!!



Executive Functioning Skills and students with Emotional and Behavior Disorders

Alice Cahill

Imagine you are planning a field trip for your classroom. You're taking 15 unique students to the zoo with you, some who you know struggle with EF. A lot goes into planning it, including the place, transportation, activities, breaks, shopping/free time, and even what to do when one of the children gets hurt/lost/breaks down. Not an easy task by any means.

On our trip we strive for appropriate behavior, but we know that our students may struggle. Masten and Coatsworth (1998) showed that our students need to practice appropriate behavior skills to get better at them. Understanding what is expected, and when, can support our kids out on their trip. Gioia, Isquith, Guy, and Kenworthy (2000) created a list of executive function areas to enhance understanding. Let's frame our trip based on these understandings. For this installment, we'll just be covering the first four definitions.

- *Inhibition - The ability to stop one's own behavior at the appropriate time, including stopping actions and thoughts.* The kids enter the gift shop and see things they want on every surface. You see that one of them is pocketing a toy. We practice decision-making skills in the classroom so they stop and think before making a choice.
- *Shift - The ability to move freely from one situation to another and to think flexibly in order to respond appropriately to the situation.* You walk up to them and tell them you saw it. We need to teach them how to react to the choice and how to correct it.
- *Emotional Control - The ability to modulate emotional responses by bringing rational thought to bear on feelings.* The child returns the toy to the table calmly. We practice with the student how to not get angry or embarrassed.
- *Initiation - The ability to begin a task or activity and to independently generate ideas, responses, or problem-solving strategies.* Now the student needs to decide

if they are going to count their money to see if they can afford it, or move on to a different one.

Gioia, G.A., Isquith, P.K., Guy, S.C., & Kenworthy, L. (2000). Behavior rating inventory of executive function. *Child Neuropsychology*, 6, 235-238.

Masten A.S., & Coatsworth J.D. (1998). The development of competence in favorable and unfavorable environments. *American Psychology*, 53, 205-220



2018 Annual Teacher Educators for Children with Behavioral Disorders (TECBD) Conference
in conjunction with
CCBD and Arizona State University

October 18, 2018 - October 20, 2018
Tempe Mission Palms Hotel and Conference Center | 60 East 5th Street | Tempe, Arizona 85281

<https://education.asu.edu/annual-tecbd-conference>

TECBD
in partnership with
CCBD

Presents the 41st Annual
Teacher Educators for Children with Behavioral Disorders Conference

October 18-20, 2018
TEMPE MISSION PALMS RESORT
Tempe, Arizona
ASU Arizona State University

Featuring...
CCBD President, **Justin Cooper**
&
Keynote Speaker, **Kimberly Vannest**

The most important lesson: Three things every special educator must know
Over 150 sessions including strands on: Evidence-based Practices, Academic & Behavior Interventions, Targeted Interventions, Identification, Assessment, Research to Practice, HRIS, Juvenile Justice, MTSS, and Autism Research & Intervention

Don't miss the
Saturday Educator Workshops
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We offer BCBA/BCaBA attendees the opportunity to earn BACB Type 2 CEU credits at select sessions and workshops.

TECBD
in partnership with
CCBD

Graduate Student & Junior Faculty Mentorship Strand

Coordinated by Mary Margaret Kerr and CCBD Professional Development Committee

Thursday, October 18	Friday, October 19
Where to go and How to Get There - An Overview: Seeking Research Funding Julie Anna Carson	Developing a Research Line & Writing Networks Terrance M. Scott & Gregory J. Benner
Road Mapping It: Taking a Brilliant Idea to a Funded Idea Krisline Joliette & Robin Parks Emis	Navigating Promotion and Tenure Timothy J. Landrum, Melody Tonkersky, & Richard Young
After Graduate School, Then What? Successful Applications and Campus Visit Strategies Mary Margaret Kerr, Sonja Mothar, & Paul Caldarallo	Everything you Need to Know, But Were Afraid to Ask: Advice for Thriving in Academia Mary Margaret Kerr, Gregory J. Benner, Paul Caldarallo, Krisline Joliette, Timothy J. Landrum, Sarup Mothar, Terrance M. Scott, Melody Tonkersky, & Richard Young Moderators: Robin Parks Emis, Brian Barber

Also be sure to attend the Journal Editors' Session Friday at 2:00.

Register for TECBD today at education.asu.edu/annual-tecbd-conference

SATURDAY WORKSHOPS
October 28th
9AM-4PM

Registration 8:30
9:00 a.m. - 12:00 p.m.

Supporting School Success!
Feasible Strategies for Supporting Engagement
Kathleen Lane, Wendy Oakes, David Royer, Eric Common, Mark Buckman, & Grant Allen

Relating in the Classroom: Best Practices for Effective Teacher-Paraeducator Collaboration
Tia Barnes & Christina Cipriano

Lunch on your own
1:00 p.m. - 4:00 p.m.

Supporting School Success!
Designing Engaging Lesson Plans
Wendy Oakes, Kathleen Lane, Mark Buckman, & Katie Lane

Instructing for Social and Emotional Learning Across the School Years
Brian Barber, Christopher Van Loan, Michelle Cumming, & Daniel Poling

\$35 Saturday Workshops (also included with Full Conference Registration)

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