

PSI PARADIGM[®]

A PSI Communique for the Educational Community

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Editor's Note:

What is a Resource?

The dictionary provides the following definition: A source of supply, support, or aid, especially one that can be readily drawn upon when needed; something that you can use to help you to achieve something, especially in your work or study.

PSI has always included in its mission the best of services, support, expertise, and supervision, coupled with providing schools with exemplary staff. We have never considered ourselves merely a "staffing company," and therefore we strive to achieve what our name implies: *Partners for Success and Innovation*. This issue will outline some of our ongoing support services as well as highlight some of our community and national expert partners. For PSI's schools, we hope these resources aid you in your mission to educate and care for your students and staff, and for those who are not familiar with the depth and breadth of PSI's resources, we hope you will find this helpful.

Resources Matter

Meet Robin Caston- PSI Coordinator/ Manager of the Jon Peterson Scholarship

Now with PSI for nearly nineteen years, Robin Caston is currently in her fourth as Coordinator and Manager of Ohio's Jon Peterson Scholarship Program. The latter, with thirteen categories of disability for students K-12, distributes funds annually based on disability and *not* financial need. **This year the application window falls between February 1st and April 15th. Important to note: enrollment is limited!**



PSI services kids who receive these funds through private school support, being able to either continue existing services or expanding them to include OT, PT, aide support, or other services as indicated on the IEP.

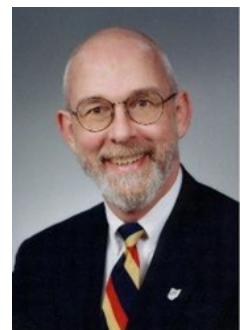
Robin spends much of her time explaining the various options of the Jon Peterson

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Who is Jon Peterson?

In 2003, then-Rep. Jon M. Peterson, R-Delaware, whose daughter is autistic, championed the creation of the Ohio Autism Scholarship program to avoid the lawyers and put money directly in parents' hands. It was one of the first special-education voucher experiments in the country.

For more info: <http://ow.ly/cGZe308dery>



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Scholarship to both school principals and parents. There are myriad services with differing budgets that are allocated annually. Each child’s IEP is used to determine the best fit.

The great benefit of the Jon Peterson Scholarship Robin says is “being able to put a special education program in a private school that is able to meet the diverse needs of students.” Once enrolled, student progress reports are sent out quarterly. “If a child is school age and has a current ETR,” she adds, “that student could be a candidate!”

Robin’s duties as program and budgetary guide and consultant to the dual audience of principals and parents form an ongoing process during the school calendar year.

Contact Robin today to find out more:
robincaston@psi-solutions.org or by telephone at 330-425-8474, ext. 233.

For information about the Jon Peterson Scholarship, the link is:
<http://education.ohio.gov/Topics/Other-Resources/Scholarships/Special-Needs-Scholarship/>

Again, **the application window this year falls between February 1st and April 15th.**

Highlight How PSI is a Resource for You!

We at the PSI management level are SO proud of the work our employees are doing in your schools and communities. We also feel there are many unsung HEROES out there and would like to feature them via the various PSI social media connections.

If you’re interested and want to highlight what one of our staff is doing, please sign on to Facebook, Twitter, and LinkedIn and liking, following, or re-tweeting our posts.

Comments and replies to our posts are just as important. After a presentation or event, if you felt we provided a good resource, posting a few words or a review will go a long way. If we feature an interesting article, "this is a very interesting read!" will do the trick.

Thank you for helping us realize what we might be doing that provides you and your school with the best of resources.



<https://www.facebook.com/psisolutions>



<https://twitter.com/psisolutions>



<https://www.linkedin.com/company/psi-solutions>

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NEW LEGISLATION FOR 2017-2018!

Sub. H.B. 113:
CPR and AED Instruction
& Staff Training



New Curriculum Requirement for Students and New Training Mandate for Staff

Beginning with the 2017-2018 school year:

- All students in grades 9-12 attending public schools must receive instruction in Cardiopulmonary Resuscitation (CPR) and the use of an Automated External Defibrillator (AED) before graduating from high school.
- Each school district and community school is required to provide training in the use of an AED to all employees.

Let PSI join your teaching team as a guest speaker to meet this requirement for your students and invite us to your next professional development day to meet this requirement for your staff!

Contact Meredith Sitko For More Information
meredithsitko@psi-solutions.org

Professional Development Resources

PSI Educational Support Services Staff received on-going professional development training this fall. The keynote address was *Implementing Direct Instruction in Today's Classroom* presented by Bill DeMeo, PhD. His presentation received overwhelmingly positive reviews and much enthusiasm for his delivery style that involved active participation and role-playing as summarized below:



For more on
Dr. DeMeo

<http://ow.ly/VLdM306LH52>

Implementing Direct Instruction In Today's Classroom

By Jessica Nave

PSI employees were energized in an afternoon session led by PSI Fall Meeting keynote speaker William J. DeMeo. DeMeo presented on differentiating instruction in the classroom.

Leading off with an engaging introduction video, participants were left with some important messages, including the need to look beyond classroom walls to see what awaits our students and that teachers need to be the innovator, motivator, and facilitator of learning.

Attendees then participated in activities lead by DeMeo, including active learning activities like think-pair-share discussion and silent partner writing. With think-pair-share, learners were able to think for themselves, share their ideas with a partner, and ultimately discuss with the entire group. Silent partner writing involves writing down thoughts and questions about a picture, quotation, or discussion question. Partners pass the paper they write on back and forth and engage in a conversation without using spoken words.

DeMeo also stressed the importance of flexible grouping in the classroom. Flexible grouping allows teachers to group their students by three group types: flexible, which includes readiness and learning style; ability/aptitude groups; and cooperative groups. Flexible groupings can be done with the whole class or just half of the class, in teams, in student-led small groups, and with partners.

As with many activities in the classroom, some students will finish their work ahead of their peers. The same can hold true with flexible groupings, and DeMeo says that teachers can provide anchor activities and learning stations for students to complete when the assigned task is complete. Anchor activities provide meaningful work for students when they are finished with an assigned task or when they are stumped and waiting for teacher assistance. Anchor activities also provide ongoing tasks that tie to content and instruction. Some examples of anchor activities include investigations, vocabulary work, magazine articles with generic questions, journals and learning logs, silent reading, activity boxes, and learning packets.

While DeMeo left participants with a variety of classroom activities to try out with their students, he also asked them why differentiate? He discussed with participants that the student population is not the same as it was 50 years ago, and that families have also changed over time. Passive learning, like lectures, reading, and even audiovisual are not as effective with today's students. The current student population learns best by teaching others and using their learning immediately, practicing by doing, and having group discussions.

Individualizing student instruction will allow students to reach their full potential. DeMeo left participants with a question to ponder: Will one size fits all curriculum be effective (if it ever was)?

Prevention Resources

Dealing with the Opiate Abuse Epidemic

We all have a significant stake in helping to reduce illicit, Rx, and over the counter drug abuse. Here are a few facts to consider:

- The number one cause of accidental death in Ohio since 2007 is drug overdose.
- In the 2012 Ohio Youth Risk Behavior Survey, 20% of teens reported having used opiate-based pain relievers without a doctor's prescription.
- 45.3% of U.S. High School seniors have smoked marijuana at least once.
- 84% of Ohio companies drug-test job candidates.
- Drugs and alcohol cause 47% of workplace accidents.

Introducing: Drug Awareness and Prevention, Inc.

Founded in 2008, Drug Awareness and Prevention Inc, is going from the Board Room to the classroom with proactive solutions to reduce substance abuse. They are training Science teachers in schools across Ohio and implementing the National Institute on Drug Abuse's prevention curricula: Brain Power! and The Brain in our schools. Science-based prevention education taught in grades K-12 is a best practice. How do they do it?

Advocating for Prevention • Community Awareness Programs
Drug Take-Back Programs • Drug-Free Workplace Programs

Drug and Awareness Prevention Inc. is an Ohio Certified Prevention Agency with the mission to reduce the demand for illicit drugs through prevention education strategies and practices.

To find out more:

216.432.6620

info@DrugAwarenessAndPrevention.org

www.DrugAwarenessAndPrevention.org

Student Resources

PSI has been chosen to be the Educational Partner of LifeAct® whose mission is to prevent suicide by teaching young people to recognize the warning signs of suicide and to seek professional help for themselves and others. You can register for this program that is NO COST to your school(s). Already this school year, the newly created PSI LifeAct staff has completed the program for over 1000 middle school students and has made several referrals after the fact, possibly saving several lives. Either share this link with your principal or ask permission to complete it on the part of your school:

https://www.surveymonkey.com/r/?sm=aS9aqkT6cw7sHiw1DvkV6w_3D_3D



recognizing depression ● preventing suicide

Suicide Prevention/Intervention In Schools: Best Practices

By Dr. Scott Poland,
Co-Director of the Suicide and Violence Prevention Office
Nova Southeastern University
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Best Practices for Intervention: Case Scenario

The headline in the local paper reads, "Popular High School Student Dies of Suicide" Your first thought is that could be my school and are you doing enough to prevent suicide. You may also be aware that some student suicides have actually occurred at school and that when an adolescent dies by suicide there are often questions raised as to whether or not the school did enough for prevention. Many news stories have also immediately linked bullying as a possible cause of the suicide death. What information should a principal consider as they decide what steps to follow to implement a comprehensive suicide prevention program? A key finding of international research is that teaching the warning signs of depression and removing access to lethal weapons are effective strategies to reduce suicide. The first step is to review any policies and procedures that are in place and to convene a task force to develop a suicide prevention program. The task force needs to include school mental health professionals such as coun-

selors, psychologists and nurses and additionally representatives from local mental health and suicide prevention crisis centers. Thankfully suicide has remained a rare event at the elementary level but I was recently involved in a legal case where the suicide victim was a 5th grader and the recommendations in this article are for all level schools with the understanding that the number of suicidal statements made by elementary age students is on the increase but the biggest program is with secondary students.

Suicide rates have increased as it is now the second leading cause of death for adolescents. The most recent Youth Risk Behavior Surveillance Survey data completed by the Center for Disease Control (CDC) from 2015 yields the following alarming information about the last twelve months: 17.7% of high school students thought about suicide, 14.7% made a plan and 8.6% made an attempt (often parents and school personnel have no idea that a particular child has made an attempt). Suicides of middle school aged youth has increased dramatically in the last decade with death by hanging especially on the increase. Approximately 20 states passed legislation requiring

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Suicide Prevention/Intervention In Schools: Best Practices

schools to have prevention plans, awareness trainings and designated personnel to prevent youth suicide. The Jason Foundation is leading the legislative movement (more information at www.jasonfoundation.com).

Schools must have policies and procedures that outline the role of schools in suicide intervention that include the following:

1. Awareness information that teaches the warning signs to all school personnel that is presented annually
2. Information posted on the school district website about youth suicide prevention that includes warning signs, crisis hotline numbers and who to contact in the school district for assistance
3. Suicide assessment training for key personnel such as counselors, social workers and psychologists that includes utilizing safety contracts, parent notification and documentation and referral for community services and planned follow up services at school

Schools also need to be aware of protective factors that were identified by the World Health Organization which included: access to mental health services, positive connections with school, stable families, religious involvement, lack of access to lethal weapons, recognition of the importance of adult help seeking behavior, good relations with peers, problem solving and coping skills.

((Excerpts of original article; for a copy of the complete article, please contact PSI.)

Scott Poland, Ed.D. spoland@nova.edu is currently faculty at Nova Southeastern University in Fort Lauderdale, Fla., and the Co-Director of the Suicide and Violence Prevention Office and an expert partner for PSI. His first book entitled Suicide Intervention in the Schools published in 1989 is considered a pioneer work. He has authored numerous books, chapters and articles on all aspects of school crisis and has testified before Congress on several occasions. He is the co-author of another book on suicide intervention and schools entitled, Suicide in Schools published by the Routledge Press in 2015.

