



PSI Idelines

December 2012

A message from Steve Rosenberg...

January begins the Needs Assessment time of year when schools start to plan for the upcoming academic year. School leaders, building principals and district representatives are beginning to make their plans for how much time they need your services. Therefore, this is an excellent time of year to review the extent of your services with your PSI supervisor and afterwards with the permission of your supervisor, to discuss your services with your building principal. Perhaps there is more that you want to do for the school but do not have the time? Perhaps the principal would like a wider range of services, but there is no time remaining in your schedule once you have completed your standard duties? Or perhaps the school leader is unclear what additional tasks you can complete if you have the time and the support of the principal?

All school leaders are interested in hearing ideas from their staff as to how to broaden the scope of services in their buildings. Obstacles to role expansion may vary from “I was not aware you could do those additional jobs,” to “We can’t afford more time although your ideas are excellent ones.” However, expressing your ideas shows you to be a caring and considerate professional. Perhaps they have the money? If they don’t today, perhaps they will have it later. If done in a professional and sensitive way, such a conversation is helpful to everyone, but especially to the students who benefit from your services and dedication!

Talk with your PSI supervisor and then, with permission of your supervisor, with your principal. Its’ a ‘win-win’ for all concerned!!

Northeast Ohio Students Move Frequently in Some School Districts, study says... Do Students Who Move Frequently Have Poorer Success in School?

By Edith Starzyk, The Plain Dealer

A new statewide [study](#) attaches numbers to a situation faced by many Ohio teachers every year: The names on their student roster on opening day aren’t going to be same ones they check off on the last day of school. A surprising number of students are on the move in any given year – between districts, between schools in the same district and between district and charter schools, according to the study released Thursday by Columbus-based [Community Research Partners](#).

Roberta Garber, executive director of Community Research Partners, said the Cleveland-area landscape is different from what’s seen in the rest of the state. Here, many of the inner-ring suburbs show high mobility, but they’re surrounded by a distinct ring of very stable, high-performing suburban districts, she said. Elsewhere in the state, there’s more of a mixture, with more of the suburban districts falling into a middle tier of mobility. The Fordham Institute noted that moves between districts, school buildings and charter schools can be for traumatic reasons -- family turmoil, a foreclosed home or an apartment eviction – or because parents want a better school, neighborhood or job. But overall, high mobility is reflected in the state test results of third- and eighth-graders, according to the study. **Generally, the more moves, the worse the student did.** Cleveland students who didn’t

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A Periodic Newsletter for PSI’s Professional Staff



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A newsletter for the professional staff of PSI
published periodically throughout the year.

Mission Statement

PSI is dedicated to providing high-quality services in a cost efficient manner to help students improve their grades, attitudes, behavior, and health. Our professional staff provides innovative resources within the fields of school health, speech/language, prevention, educational specialists and tutoring. We are committed to developing and implementing a customized service and support system to fit the educational and health service needs of students. Services are provided by PSI or a local representative.

EDUCATIONAL SPECIALISTS

Layla Nelson, Ph.D., Coordinator
Kristen Brennan, MA, Supervisor
Nancy Brewer, M.Ed., Educational Consultant

EDUCATIONAL SUPPORT SERVICES

Colleen Lorber, Ph.D., Director
Linda Grimm, Ed.S., Regional Support Supervisor
Robert Murray, Ed.S., Psychology Coordinator
Karen Heichel, M.A., Psychology Supervisor
Julie Goldyn, M.Ed., Psychology Supervisor
Christine Worthington, M.S., C.C.C., Speech Pathology Supervisor
Robin Caston, M.S., C.C.C., Speech Pathology/Therapy Supervisor

HEALTH SERVICES

Meredith Sitko, B.Ed., CHES, RN, Manager
Lynn Chrostowski, NCSN, RN, MSN, Manager
Debbie Osysko, RN, Manager
Laura Sheeks, RN, Manager

PREVENTION/INTERVENTION INITIATIVES, SPECIAL PROJECTS

Karen McKelvey, M.Ed., Ed.S., Coordinator

ADMINISTRATION

Steven L. Rosenberg, Ph.D., President
Nancy Musci, Administrative Director/New Client Services

From the Desk of:

Karen McKelvey
Prevention/Intervention Services &
Special Projects Coordinator

Professional Development News

- **BRAIN GYM** – All PSI employees were invited to an engaging and intriguing workshop entitled, “Brain Gym,” held on October 24, 2012. The Brain Gym program is based on the theory that learners carrying out specific Brain Gym movements prior to a learning activity can improve stability, mobility, and/or sensorimotor coordination. In turn, these motor skills support ease of learning. Employees experienced movement exercises interspersed with theoretical and practical information to learn how to improve student achievement, especially in the areas of Special Education. Reviews of the workshop included, “I would love to have additional opportunities to attend another Brain Gym workshop,” as well as “This was the *best* PSI workshop!”



Staff learned how to stretch their minds and bodies at the PSI Brain Gym event!

- **PSI in the AM** – On November 13, 2012, Perry White, MSW, founder of Citizens Academy and co-founder of the Breakthrough Schools, spoke on “Building Partnerships with Parents & Families.” Participants were introduced to the three legs of student success. In particular, Perry shared the specifics of parent involvement tactics that effectively increased student achievement, parent conference attendance, and ultimately brought Citizens Academy report card scores from Academic Emergency to Academic Excellence. As a PSI Expert Speaker, Perry is available to consult with your schools on this important topic of parent involvement. Contact Karen McKelvey at PSI if your administrator is interested in learning more about engaging parents and how effective this can be to student achievement.
- **LPDC Update:** PSI has formally been approved by the ODE to create its own LPDC committee. Once in place, PSI employees will have greater ease in applying contact hours and CEU’s toward renewing their licenses. As we move forward with organizing the committee, we will be providing information to all employees.
- **OHIO TESOL CONFERENCE 2012** – PSI’s ESL Manager, Kay Almy, was chosen to present two workshops at the conference held November 9-10, 2012. Sharon Hamad, PSI ESL Teacher, assisted Kay as participants learned about *ESL Best Practices in Ohio* and *ESL and Core Teacher Collaboration*. Congratulations to Kay and Sharon for their successful workshops! (continued with Photo on Page 3)

From the Desk of:

Karen McKelvey
Prevention/Intervention Services &
Special Projects Coordinator



- **PSI's Coordinator of Educational Specialists**, Dr. Layla Nelson, has developed an RtI Coaching Program that she has implemented in several PSI partner schools. Layla is able to evaluate a school's current RtI needs and to develop an individual plan for the future. While most schools now understand the concepts behind RtI, many still need assistance in navigating the most effective and appropriate steps toward implementation. Contact Karen McKelvey if your school is interested in learning more about this **RtI coaching program**.

- **PSI's Health Fall Meeting** took place November 10, 2012. See the article on page 5 for details.

Guidelines Added to Safety and Violence Prevention Training

A **dating violence** prevention training must be part of the in-service training program required for employees by continuing law. Under this program, employees must receive training in (1) the prevention of child abuse, violence, and substance abuse, (2) school safety, and (3) the promotion of positive youth development. Employees must complete at least four hours of the in-service training within two years after commencing employment and every five years thereafter. **The majority of PSI employees will need to re-take the training beginning in 2013** unless they were hired after 2008 and have completed the training since then. Check with Patty Wey in personnel records (applicants@psi-solutions.org) or your supervisor if you have questions about your training requirements.



Kay Almy (L) and Sharon Hamad (R) present on ESL Best Practices at the Ohio TESOL Conference

Prevention/Intervention News

The topic of dating violence is apropos for inclusion in the updated training mandates for educators in Ohio (see item above). Studies are showing that there is a great need for further education on this topic. For an interesting article from the Huffington Post on this subject, see the glimpse below.

Teen Dating Violence: U.S. High Schools Unequipped To Handle The Issue, Study Shows

A study out of Ball State University has found that [most schools do not consider adolescent dating violence a high-priority issue](#), with 81.3 percent of high school counselors surveyed reporting that their schools do not have a protocol or procedure in place for responding to incidents of such violence.

Adolescent dating violence (ADV) is defined as [physical, sexual, or psychological/emotional violence](#) within a dating relationship, and has garnered increased attention among administrators, health professionals and public policy makers.

In the study, 90 percent of respondents reported that training to assist victims of teen dating abuse has not been provided to personnel in their schools in the past two years. Of the counselors surveyed, 43 percent pointed to this lack of formal training as the [main barrier to helping these victims](#). Another 28 percent believed that ADV was a minor issue compared to all the other health issues counselors must address.

Counselors who perceived dating violence as a serious problem in the United States were four times more likely to assist a victim of ADV.

The study, which will be [published in the August edition of Pediatrics](#), surveyed 305 counselors, all members of the American School Counselor Association. Sixty-one percent reported they had assisted victims of dating-related violence in the past two years -- some despite a lack of formal training. In most cases, they helped the victim in question by calling parents/guardians, or referring the student to legal authorities. Slightly more than one in 10 school counselors aided a victim by referring a to child protection agencies and school nurses for legal and medical assistance.

For more in-depth reading see: http://www.huffingtonpost.com/2012/07/24/study-shows-most-us-high-n_1698879.html



From the Desk of:

Layla Nelson
Educational Specialists



Keeping your Sanity after Hurricane Sandy

By Layla Nelson, Coordinator, Educational Specialists

Whirlwinds. Raging storms. Turmoil.

The hurricane is over, but the tempest in your classroom is stronger than ever. Why does student behavior tend to worsen at this time every year?

The answer lies in the ABCs of behaviors. Think back to your basic psychology courses – understanding the **Antecedents**, **Behaviors**, and **Consequences** will help you create a plan that keeps your students' squalls at bay.

Right now, please picture your most behaviorally-challenged student. You know – the one who wakes you up at night by invading your dreams. Try working through the following prompts with your student in mind:

1) **Identify the behavior(s)**: First, what are the behaviors in general? Defiance? Arguing? Calling out? Tattling? This is your opportunity to gripe.

2) **Describe the behaviors in specific, objective, measurable terms**: For example, "Brad is out of his chair approximately 80% of the time during class lessons and activities," or, "Layla rattles on other students 8-12 times per day." No matter how crazy the behaviors make you feel, try to keep subjective statements *out* of these descriptions.

3) **Identify antecedents to the behaviors**: What are the triggers? In what environments do the behaviors occur? Consider time of day, location, other people who are present, activities being completed, subject areas, individual student issues (such as sleep, medication, etc.). This will help you with #4, below.

4) **Identify the possible function(s) of the behaviors**: Every behavior serves a purpose, and according to behaviorists, there are only four major functions of behaviors:

- Escape/avoidance
- Attention-seeking
- Access to materials, activities, or food
- Sensory stimulation

Which of these functions could your student's behaviors serve? This will be important when we choose replacement behaviors that fulfill the same functions (step #7).

5) **Identify the consequences of the behaviors**: What happens after the behavior occurs? Consider peer reactions, staff reactions, and environmental changes. Whatever happens after the behaviors can help to *reinforce* the behavior. For example, if a student is seeking escape/avoidance of a task, and the student is sent to the hallway for a time out following naughty behaviors, then the student will be *more likely* to be naughty in the same way in the future. In other words, we could be shooting ourselves in the foot by punishing students.

6) **Identify motivators for the student**: What does the student find rewarding? Try to think of quick, easy rewards, such as opportunities to help the teacher, time working on the computer, or stickers toward earning a prize.

7) **Identify replacement behaviors**: What would you want the student to do instead of the current behavior? For example, if he calls out in class, replacement behaviors could include raising his hand, turning over an "attention-getter" card, or using a secret signal with the teacher. Remember that a replacement behavior is best when it is not possible for the student to do both the naughty behavior and the replacement behavior. A student can't hit other students in the hallway if she is holding a heavy load of books for you as your "helper." Consider the replacement behavior to be "competing" with the unwanted behavior but serving the same function (see #4, above).

8) **Make a plan**: Now that you fully understand your student's behavior, make a plan for improvement. Following is a possible template for your new plan:

When (the antecedent/trigger) occurs, (Student) will (replacement behavior) ___% of the time. When the student completes the desired replacement behavior, the student will earn (motivators). If (unwanted behavior) occurs, the consequence will be: (a consequence that does not meet the same function as the behavior).

By using these tools to quell your classroom storms, you will sleep better through the night. No more students rattling the windows to your dreams!



From the Desk of:

Meredith Sitko
Health Services

Thank You Health Services Staff!

HEALTH FALL MEETING

We had a wonderful turn out at the Health Services Annual Fall Meeting and we would like to extend a sincere thank you to everyone that was able to attend this year. It is always an excellent opportunity to meet each other and network.

We were all able to enjoy a hot breakfast this year to open the meeting, while health services staff members were obtaining PSI photo ID badges, clinic jackets and program packets. Staff implementing the Healthy Choices, Be a Healthy Hero program were able to pick up additional supplies for the program. Dr. Rosenberg expressed his gratitude to all employees and announced the Honor Our Staff Award Recipients as well as the Years of Service Award Recipients. Six lucky health services staff members received gift cards to the Honey Baked Ham Store and Giant Eagle as they won the door prizes this year!

PSI Prevention and Intervention Coordinator, Karen McKelvey, and PSI Clinical Counselor, Marsha Michaels, provided an animated and worthwhile presentation on communication techniques. Teresa Newlands, MS, from Food Allergy Focus provided a unique, resourceful and eye opening presentation on food allergies.



PSI Health staff listen to information on Food Allergy Focus at the the PSI Fall Meeting

For those who were unable to attend the meeting this year:

- Please keep an eye out for your packet coming in the mail soon to your home. The packet will include the PSI Health Resource Guide Updates, Fall Meeting Handouts as well as your new PSI Clinic Jacket (*See Clinic Jacket Policy Below*).
- If you do not already have a PSI Photo ID badge, please stop in to PSI at your convenience to have one made for you. If this is not possible, please email a photo of yourself with your name and credentials to jackieweideman@psi-solutions.org. It will be printed and mailed to you.
- Any LPN/RN employees who are interested in becoming a part of the PSI Crisis intervention Team, please contact Karen McKelvey @ karenmckelvey@psi-solutions.org

PSI CLINIC JACKET POLICY

Each PSI Health Services Employee receives one (1) PSI-issued clinic jacket. It is the expectation that the PSI clinic jacket is worn while on assignment. It is the responsibility of the PSI Employee to keep the clinic jacket in good repair. The clinic jacket is to be returned to PSI at the end of your employment with PSI. Additional clinic jackets or replacement clinic jackets may be purchased through PSI if desired for this school year at the cost of \$25.00. Clinic jackets purchased by employees are the property of the employee and do not need returned to PSI at the end of employment with PSI.

CLARIFICATION: For those of you that have daily assignments, we certainly understand the need to “rotate” your PSI Clinic Jackets in with your white lab coats. We would like for you to wear your PSI Clinic Jacket as often as you are able.

OTHER NEWS:

- Reimbursement up to \$75.00 is available for all staff requiring CEU’s to maintain their certification or licensure. PSI must have documentation on file of your active certification or license to receive reimbursement. Please send receipt and proof

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More From the Desk of:

Meredith Sitko
Health Services



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of attendance/completion of CEU to Patty Wey in the Personnel Department, 330-425-8474 ext. 244.

- If you would like to implement the Healthy Choices, Be a Healthy Hero Elementary School Wellness program in your school, please view the training video on the PSI Partner Log In Website and contact Marilyn Quercioli (330-425-8474 ext. 226) for supplies.
- For Health Services Staff wishing to purchase an additional PSI Clinic Jacket for \$25.00, please contact Marilyn Quercioli 330-425-8474 ext. 226.

Thank you for your hard work and dedication getting through the hustle and bustle of the beginning of the school year, we are pleased to have each one of you on the PSI Health Services Team! As always, please contact the PSI Health Services Management Team with any questions or concerns at 330-425-8474 ext. 226.

We hope that you are able to rest and enjoy the holidays!

In closing, here is a brief story entitled “1000 Degrees” by Rebecca M. Boutwell, RN, BSN, (An excerpt from the book “A Long Way from Henry Street A collection of Stories Written by School Nurses” published by William V. MacGill & Co.)

1000 Degrees

By Rebecca M. Boutwell, RN, BSN

One early fall morning a first grade boy came into the health office reporting that he did not feel well. I had just arrived at work and was reaching for my thermometer when he asked, “Can your temperature ever be 1000?”

“Oh no,” I replied as I placed the thermometer in his mouth. “That would be too hot for the human body to handle. Temperatures never get anywhere close to that high.”

Just then the thermometer beeped. He took it out and exclaimed, “Look Nurse Becky, my temperature is 1000!”

In confusion, I took the thermometer out of his hand and smiled. It read: 100.0.

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move at all over the two years had the highest scores and passage rates. Those who moved once during the summer did better than those who moved once during the school year.

No matter the PSI discipline area, this is an issue that affects our students and ultimately our positions. For more on this article and the statistics, see: http://www.cleveland.com/metro/index.ssf/2012/11/northeast_ohio_students_move_f.html



GENERAL NOTICES

- As a PSI employee, you are eligible for discounts on your Verizon bill if you utilize Verizon as your cell phone carrier. Contact your supervisor for more information.
- If you are interested in learning more about serving on PSI’s Crisis Intervention Team, please contact karenmckelvey@psi-solutions.org
- We would love to get article submissions for either the employee newsletter, *PSIdelines* or for *Paradigm*, the newsletter we send to our schools. We are looking for articles on interesting or unique stories about your programs, initiatives, schools, etc. for which you can receive an honorarium for your article-writing efforts. Please contact karenmckelvey@psi-solutions.org for more information.



From the Desk of:

Colleen Lorber

Educational Support Services Director

Welcome to Winter!

Hot Topics to be Aware of in the Land of Special Education

1. Third Grade Reading Guarantee

All children must be proficient in reading by the end of grade three. The new legislation will require school districts to assess students, provide intensive interventions, and retain students who are not meeting the criteria for reading proficiency.

Students with disabilities can be exempted from the retention requirement. See ODE's guidance document at www.education.ohio.gov to learn more about how this will affect students with disabilities.

IMPORTANT: On page 3 of the guidance document, "All students enrolled in a non-public school on a scholarship are not required to have a diagnostic assessment and are exempt from the other provisions of the Third Grade Reading Guarantee. Non-public schools do not have to meet the requirements of the Third Grade Reading Guarantee."

2. New Discipline Resource

The Office for Exceptional Children announced the availability of a resource on The Discipline Process for Children with Disabilities. The resource consists of an audio/video, the script of the audio/video, and a flowchart of the discipline process. It was developed to help educators and parents understand the discipline process for children with disabilities. The materials can be used individually as well as for training sessions about the discipline process for children with disabilities.

(Information adapted from OEC Email Listserv)

3. Jon Peterson/Autism Scholarship

PSI is providing services to students on both the Jon Peterson and Autism Scholarships. Student can apply for this scholarship if they are enrolled in a non-public school and have a disability diagnosis and an IEP. Feel free to call the office for more information on these programs or encourage your principal to call us if she/he has questions.

4. ODE Restraint and Seclusion Policy in Development

The Ohio Department of Education (ODE) is currently considering a draft model policy and rule regarding restraint and seclusion in Ohio school districts that would apply to all students, and not just special education students.

This change will create a statewide policy that applies to all school districts regarding the use of positive behavior intervention and

supports and the limited use of restraint and seclusion. This policy is being developed in accordance with the Governor's Executive Order 2009-13S and guidance from the US Department of Education.

(adapted from the ODE website; search "restraint and seclusion")

Policy: Positive Behavior Intervention Supports

The draft model policy states: "Schools should implement an evidence-based school-wide system or framework of positive behavioral interventions and supports." As a part of the behavioral interventions and supports, schools would be required to conduct "functional behavior assessments" for any students that "display severe or a pattern of unhealthy or disruptive behaviors that impede the learning environment for themselves and/or others." The assessments should be followed by behavioral intervention plans that "incorporate positive behavioral interventions."

Previously, the terms "functional behavior assessments" (FBA) and "behavior intervention plans" (BIP) have been applied only in the context of students eligible for Individuals with Disabilities Education Act services. These concepts and words have acquired specialized and technical meaning in the special education context, but the proposed policy might require districts to perform FBAs on a much wider group of students who might never need to be restrained and/or secluded. (For more, see "According to Law," October OSBA *Journal*).

For example, if a student is a truant or routinely fails to turn in homework, these are "patterns of unhealthy behaviors that impede (the student's) learning environment," but are not necessarily behaviors that would require the student to be restrained and/or secluded.

(Information adapted from the Ohio School Psychology Association Listserv)

Housekeeping

1. Don't forget to send in your most updated license
2. PSI will continue to send notifications through email, please make sure we have your correct or most up to date email address.

Workshops to look forward to in Spring 2013

For Psychologists: Wechsler Preschool and Primary Intelligence Scale – IV training March 6th (time and location TBD)

For ALL: Steven Griffin's Reading Resource (www.readingresource.net)

(Date, time, and location TBD)