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ABSTRACT

This document consists of the four issues of the journal "Perceptions" issued during the 1992/93 publishing year (volume 27). This journal deals with services for students with emotional disturbances. The Winter 1992 issue contains the agenda of a 1992 conference on "Educational Excellence with Diminishing Resources" sponsored by the Association of New York State Educators of the Emotionally Disturbed. The Spring/Summer 1992 issue contains the following articles: "Mentoring in New York State: Collaboration in Action" (Nancy Brennan), which describes an experienced teacher/beginning teacher program; "A Personal Journey" (Joseph V. Burger), which recounts the author's search for the nature of resilience and applies it to educational leadership; and a research study by John J. Wheeler and others titled "Identifying the Behavioral Expectations of Teachers across Settings and Their Impact on the Inclusion of Students with Severe Behavior Disorders." The Fall 1992 issue contains the following articles: "Safe Stress: A Proactive Response to Conflict and Crisis in the Classroom" (Thomas F. Reilly and Gordon D. Wrobel); "New York State Teacher Resource and Computer Centers: A Unique Educational Infrastructure" (Helen Hartle); and a fictionalized account of two teachers learning from one another titled "If You're Happy and You Know It, Clap Your Hands" (Edith Marks). The Spring 1993 issue contains: "Strategies That Promote Generalization for Youth with Disabilities: An Eight-Year Retrospective" (Sidney R. Miller et al.); "'They Tell Me I'm Crazy': Student Responses to Being Labelled Behavior Disordered" (William J. Behre et al.); and "Loneliness, Friendship, and Resilience" by Joseph V. Burger. (DB)

Perceptions
Volume 27 Numbers 1-4

Association of New York State
Educators of the Emotionally
Disturbed
14 Maple Street
Scottsville, NY 14546

Perceptions

Volume 27, Number 1 Winter 1992

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

MORE WITH LESS

Educational Excellence with Diminishing Resources

CONFERENCE ISSUE
FULL CONFERENCE PROGRAM

Statement of Purpose

Perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

Perceptions is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

Guidelines for Submission of Articles

Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8-1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

- title of article
- name of author(s), affiliation
- address(es) of author(s)
- telephone number(s) of author(s)

Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances.

Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. Manuscripts should be sent to:

Lynn Sarda, Editor *Perceptions*
Old Main Building 212
State University of New York
New Paltz, New York 12561

Perceptions

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Lynn VanEseltine Sarda

Associate Editor
Michael Frazier

Assistant Editor
Ralph Flood

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Special Pre-Conference Session with Dr. Michael Valentine-March 19, 1992

27th ANNUAL ANYSEED CONFERENCE PROGRAM

March 20-22, 1992 — Winter 1992

MORE WITH LESS: EDUCATIONAL EXCELLENCE WITH DIMINISHING RESOURCES

PANEL OF EXPERTS

James Fogarty	Warren Glick
Stephen Berman	Carolynn Johansen
Dr. Allen Elstein	Benjamin Herzweig
Pamela Betheil	James Stowell

MICHAEL R. VALENTINE is the former Coordinator of the Adult Learning Disabilities Center at the University of California, Long Beach. He is a practicing counselor, school psychologist, and family systems therapist. For more than twenty years, Dr. Valentine served as teacher, counselor, and school psychologist with the various unified school districts in California, where he worked at the elementary, junior high, senior high, and continuation high school levels.

He is the author of *How to Deal With Discipline Problems in the Schools* which is a manual for school personnel who are faced with having to deal with discipline problems in the school setting. Dr. Valentine presents many of the reasons for ineffective disciplinary strategies and also how to replace them with an effective system that works.

DR. MARYANNE DRISCOLL is an adjunct professor at Touro College's Health Sciences Graduate Program. She has taught at Columbia University and Hofstra University. She served as the head of the Hofstra/Westbury Teacher Corps and has worked as a consultant for the Learning Institute. She is co-author of the book *The Successful Classroom: Management Strategies for Regular and Special Educators.*

Dr. Driscoll's expertise spans several areas including behavior management, motivation, self-esteem, adolescence, parent-training, and special education. In her consultation with districts who are attempting to improve instruction for "high-risk" adolescents, she has spent many hours in classrooms helping teachers deal with difficult situations. Her workshops on self-esteem recognize the needs of special and regular students and, more importantly, her workshops help classroom teachers and parents build and maintain their own self esteem.

MARRIOTT WINDWATCH HOTEL, HAUPPAGE, LONG ISLAND

GRADUATE COLLEGE CREDIT REGISTRATION FORM ENCLOSED DEADLINE 2/19/92

SPECIAL REGISTRATION FOR PRE-CONFERENCE WORKSHOP "HOW TO DEAL WITH DIFFICULT DISCIPLINE PROBLEMS"

Message From The Conference Chairperson

*1992 will mark the 27th Annual ANYSEED Conference. The theme of this year's conference was chosen to reflect and effectively respond to the fiscal challenges that have risen in the state education budget. This year's theme, "**More With Less: Educational Excellence With Diminishing Resources,**" attempts to provide necessary and creative answers to today's educational challenges. All conference participants will have the opportunity to "Meet the Experts" during a stimulating panel question and answer forum.*

The keynote speakers this year will be Dr. Michael Valentine, addressing difficult discipline problems, and Dr. Maryanne Driscoll, who will speak on self-esteem. In addition, Dr. Valentine will conduct a special one-day workshop on Thursday, March 19th (see special registration form).

This issue of Perceptions reflects the current conference schedule. ANYSEED will provide a bulletin update at the conference site to alert you to last-minute changes.

This year, membership fees are included in the conference registration, so you will continue to enjoy the benefits of belonging to an organization dedicated to assisting professionals in dealing with the emotional problems of today's children.

I encourage you to register early to obtain special rates. Group rate packages have been established (see registration form).

The conference committee and I look forward to seeing you in Hauppage. In addition to our panel of experts and our outstanding keynote speakers, we have an exciting and stimulating array of workshops to present. Please join us, and together we will have a professionally exhilarating and socially enjoyable experience.

Conference Chairperson
Bob Aiken

27TH ANNUAL ANYSEED CONFERENCE

MARRIOTT WINDWATCH HOTEL

HAUPPAGE, LONG ISLAND, NEW YORK

CONFERENCE PROGRAM

THURSDAY, MARCH 19, 1992
ALL-DAY WORKSHOP
DR. MICHAEL R. VALENTINE

FRIDAY, MARCH 20

Exhibit Set-up	7:00 am
Continental Breakfast	8:00
Registration	8:00- 9:15
General Session (I)	9:15-10:15
Session II	10:30-11:30
Lunch	12:00- 1:00 pm
Keynote Speaker	
Dr. Michael Valentine	1:00- 2:00
Session III	2:00- 3:00
Session IV	3:15- 4:15
Reception	6:00- 7:00
Dinner	7:00-11:00

SATURDAY, MARCH 21

Continental Breakfast	8:00 am
Exhibits	8:00- 5:00
Session V	9:15-10:15
Session VI	10:30-11:30
Lunch	12:00- 1:00 pm
Keynote Speaker	
Dr. Maryanne Driscoll	1:00- 2:00
Session VII	2:00- 3:00
Session VIII	3:15- 4:15
Reception	6:00- 7:00
Dinner	7:00-11:00

SUNDAY, MARCH 22, 1992

Annual Business Meeting	8:00- 9:00 am
Panel Discussion Meet The Experts	9:30-10:30
Brunch	10:30-12:00

FRIDAY, MARCH 20, 1992
9:15-10:15
GENERAL SESSION

EXPERT PANEL DISCUSSION

James Fogarty, Panel Moderator, Director of Special Education, BOCES 2
Stephen Berman, Supervisor, NYS Education Dept. Office for Special Ed. Services, Long Island Regional Office
Dr. Allen Elstein, Director of Lake Grove School, Lake Grove, NY
Pamela Bethiel, Vice-President of NYS School Boards Association, Board of Education Member, BOCES 2
Warren Glick, Assistant Superintendent, West Islip S.D.
Carolynn Johansen, Parent of a Special Ed. child
Benjamin Herzweig, Attorney, Pelletrau & Pelletrau
James Stowell, Director of Special Education, Southern Westchester BOCES

A distinguished and knowledgeable panel of experts will respond to prepared questions from the panel moderator, Mr. James Fogarty. The panel will be representative of many facets of our educational system. Dr. Edward Milliken, Chief Executive Officer of BOCES 2 will deliver an opening address to begin the panel discussion which will focus on the future of education in light of the recent fiscal reductions.

10:30-11:30
SESSION II

1. **TORT LIABILITY**
   Benjamin L. Herzweig, Esq., Assigned Defense Counsel on behalf of school districts in the area of tort liability

This workshop will discuss the area of tort liability with respect to school districts' and special educators' responsibilities legally and financially.

Salon A

2. **ADDICTION PREVENTION IN THE CLASSROOM**
   Vicky Iozzia, Coordinator of Special Education, Middle Country School District, Centereach, NY

This workshop will explore aspects of addictions. We will define "addiction," consider types of addictions, and discuss the applicability of this subject to the emotionally disturbed population and to professionals in this field. Areas which influence knowledge and behaviors in addictions will be explored. Teaching and counseling techniques for everyday and special lessons which have been used in classrooms will be presented, as well as resources which can be integrated and used in the curriculum. Ideas and materials by John Bradshaw and Anne Wilson Schaef, as well as the BABES program, will be presented.

Salon B

3. **ANGER CONTROL FOR EDUCATORS**
   Randolph R. Eaton, Psychologist, Sagamore CPC

The Anger Control workshop will provide participants with a comprehensive orientation on how to manage one's own anger in stressful situations. Participants will be provided with skills training in the area of how anger occurs and the 5-step anger/self-control approach. By learning skills in these areas, participants will be able to help their students learn how to control their own anger.

Salon C

4. **DIAGNOSIS AND ASSESSMENT OF AUTISM AND PERVASIVE DEVELOPMENTAL DISORDERS**
   Dr. Michael Eberlin, Psychologist, and Stuart Ible, Psychologist, Developmental Disabilities Institute

After a brief historical perspective, current diagnostic criteria (DSM-IIIR), associated features and prognostic indicators of autism will be discussed. Assessment methods will be discussed as well.

Salon F

5. **INCREASING PERSONAL AND PROFESSIONAL EFFECTIVENESS**
   Susan Hastings

Understanding and being understood by ourselves, colleagues, students, and administrators is an ongoing challenge for teachers today. In this lively and experiential session, participants will discover their own personal communication and motivation styles, as well as learn how to read, and therefore interact more effectively with, the styles of others. This increased awareness has the potential to result in greater understanding and harmony in all relationships, both personally and professionally.

Salon G

6. **THE AGING-OUT STUDENT**
   Fran Montalbano, Social Worker, BOCES 2

Planning for a successful transition from school to work and independent living requires careful preparation, especially when the severity of a student's disability may require additional services after program completion. This presentation will review the roles of occupational and academic educators as well as those of agencies such as VESID, OMRDD, Social Security, etc.

Salon H

2:00-3:00
SESSION III

1. **COMPUTER DATABASES AND LOCAL AREA NETWORKS AS A SUPPORT SERVICE TOOL**
   Janine Woods, Vocational Evaluator, and Mark Klepper, Computer Coordinator, BOCES 2

Quick access to information regarding student learning needs can improve program performance in providing for appropriate teaching strategies and targeted support services. This presentation reviews the application of a computer database to provide such services in an occupational program setting.

Salon A

2. PERSONAL SPACE: WHAT IS IT AND WHY TEACH IT?
Mary T. Sarko, ACSW, and Cora Haberman, ACSW, Developmental Disabilities Institute

This workshop will focus on the need for students to recognize the appropriate and inappropriate levels of physical interaction from people in their community and in their school programs and living environments.

Salon B

3. TRANSFORMATION: EDUCATING CHILDREN AND OURSELVES TO BECOME RESILIENT TO TRAUMA AND ADVERSITY
Joseph V. Burger, PhD, Dowling College

This workshop will explore our own personal perspectives as well as those of our students and how we can be enlightened by them.

Salon C

4. THE OCCULT AND TODAY'S YOUTH
Deacon Brian J. McNulty, MS Ed., MA Theo., Children's Services at Rochester Psychiatric Center

This workshop will explore popular culture to look at signs of Satanism and how they are displayed. The participants will see examples of these designs in their everyday world. The presentation will also discuss music lyrics and the general values that are promoted by some black rock groups: violence, suicide, sexual aggression, satanism, substance abuse, and anarchy. The effect of these themes on a person with a negative self image will be presented.

Salon F

5. THE LONG ISLAND MENTAL HEALTH PLAYERS
Phyllis March, Fran Barnhill, and Diana Dantuono, Pilgrim Psychiatric Hospital

The L.I.M.H. Players will discuss and demonstrate how they have utilized role play to depict topics such as pregnancy, depression, etc. that face children today.

Salon G

6. LEARNING STYLES AND THE SPECIAL EDUCATION STUDENT
Dr. Daniel Sanvitale, Psychologist, Central Islip S.D.

This workshop will discuss how to relate temperament and learning styles to the education of Special Ed. students. This type of information would facilitate not only the student's acclimation to the school setting, but also the educator's capacity to effectively communicate with students of all temperament styles.

Salon H

3:15-4:15
SESSION IV

1. INTERACTIVE VIDEO AS AN EDUCATIONAL TOOL
James Crook, Vice President, ACTV Corporation

Current technology is in the process of revolutionizing our relationship with computers and video images. This presentation will review one innovative approach that is currently being tested on Canadian Television as a way for viewers to interact with the show they are watching. The enabling technology has dramatic implications for educating students in an occupational as well as an academic setting.

Salon A

2. VESID - EXPANDED ROLE TRANSITION FROM SCHOOL TO ADULT SERVICES
Jerold Donowitz, District Manager, NY State VESID

Adult services for persons with disabilities are in an era of change which includes much more cooperation and coordination among VESID, OMH, OMRDD, and other major providers of adult services. We are in an era of consumerism, when access to and the provision of appropriate, timely services is extremely important.

One of VESID's target populations is students with disabilities who are about to age out or graduate from high school and are ready for the provision of adult services. There are many changes in those adult services which will positively impact on students. These include the provision of services in the least restrictive environment and the provision of a new type of service called supported work. This workshop will explore such areas as the Statewide Interagency Council, the Statewide Intra-Agency Council (within the State Education Department), the services which are available within Suffolk County, and the preferred method of referral to VESID.

Salon B

3. PERSONAL POWER
Sandra Kara, Teacher, BOCES 2, Outreach House II

Personal Power is an interactive video Anger Control program that helps students get in touch with their feelings in an effort to understand and control their behavior. In this workshop, we will describe the use of multimedia presentations which consist of the Macintosh computer, "Classmate" software, Hypercard, and laserdisc motion pictures. Through the use of these tools, we are able to control the content of popular movies and provide students with specific segments that enable them to interpret, integrate, and sort out feelings. Personal Power allows students to experience feelings that were once destructive in their lives and learn the skills necessary so that when they experience these same feelings again the outcome will be less destructive. The goal of Personal Power is to "use our head, not our hands!"

Salon C

4. **INTEGRATING VOCATIONAL SERVICES IN A SPECIAL EDUCATION PROGRAM FOR SEVERELY DISABLED SPECIAL EDUCATION STUDENTS**
Karen Gato, Ass't Director of Education, Developmental Disabilities Institute

This workshop will discuss issues in design implementation and assessment for both special education programming and for vocational placement and training for the aging-out student.

Salon F

5. **LEARNING STYLES INVENTORY**
R. Russell Dalia, Education Supervisor, Pinefield Children's Center, Utica, NY

This workshop will focus on Teacher Learning Climate Inventory (TLC), a simple diagnostic tool that will enable the teacher to obtain the most meaningful information possible on a student's learning style. The TLC-LSI is not a test but a diagnostic assessment of how the student perceives him/herself as a learner. The components will be: administering the TLC-LSI, scoring, analysis, utilizing the scores to establish motivational patterns, learning styles, and classroom management.

Salon G

6. **ASSESSING THE DAMAGE FROM AT-RISK BEHAVIOR AND EVALUATING THE EFFECTIVENESS OF SYSTEMATIC INTERVENTION IN A VOCATIONAL SETTING**
Steve Jambor, School Psychologist, Southern Westchester BOCES

Numerous definitions of "at-risk" youth have appeared during the past decade as well as a plethora of intervention strategies. This explosion of concern has raised awareness of the dropout problem but has also created some confusion about the identification and treatment of the phenomena. The present research sought to address this situation by introducing one systematic approach to defining "at-risk" behavior, developing appropriate support, and experimentally analyzing the outcomes.

Salon H

SATURDAY, MARCH 21, 1992
9:15-10:15
SESSION V

1. **COMMUNICATIONS CONCEPTS FOR SPECIAL EDUCATION TEACHERS: LANGUAGE AND SPEECH PREREQUISITES**
David Jaffe, Speech and Language Pathologist, Dowling College, Oakdale, NY

This seminar will discuss Language and Speech prerequisites to assist the classroom teacher.

Salon A

2. **TEAM TEACHING: TWO APPROACHES FOR OPTION III**
Kathy Overman, Susan Santacesaria, and Sue Flood, Special Education Teachers, St. Joseph's Villa Campus School, Rochester, NY

Presenters will share the thrills and spills of designing two separate team teaching approaches for students in Option III classrooms at a residential school for adolescents with emotional disabilities.

One approach involves combining the students and teaching staff of two Option III classrooms. This facilitates a greater sense of community and provides students with a variety of choices for interacting with other peers. Many ideas will be shared to help students become involved in their own learning.

The other approach evolved from the students' need for and the teacher's desire to teach more group lessons. It involves three Option III classrooms changing classes for various subjects. Observe the everyday challenges and catch their vision for long-term success.

Salon B

3. **LAUGHTER IS THE BEST MEDICINE**
Neil Fenton, Psychologist and Director of Education and Training for Suffolk County Mental Health, a division of Suffolk Health Services

A good laugh can make a world of difference! This workshop will explore the following areas:
- -Difference between being funny and having a sense of humor
- -Psychological aspects of humor benefits
- -Positive and negative humor
- -How to put more humor in your life.

Salon C

4. **POST-TRAUMATIC STRESS DISORDER IN CHILDREN: THE IMPACT OF CHILD ABUSE ON GROWTH AND DEVELOPMENT**
Dr. Gerald A. Fishman, Licensed Psychologist, Parson's Child and Family Center, Albany, NY

In depth discussion of the varied ways that P.T.S. disorder manifests itself longitudinally with particular reference to the long-term diagnosis of child abuse and neglect.

Salon F

5. **HIV+ CHILDREN: THE PROBLEM, THE RISK**
Deacon Brian J. McNulty, MS Ed., MA Theo., Advisory Board of Elisha House (An alternative home for the terminally ill)

In classrooms around the country, teachers and staff are being exposed to children that have lived with HIV Positive parents, friends, and relatives. Some of these children have had the stigma of the disease attached to them. Some have experienced the death of a close person to this disease. Some may be carriers of the

virus that is the cause of such difficulty. This workshop will discuss the latest information on HIV, the issues of having HIV Positive children in our classrooms, and the future implications of this disease for our communities.

Salon G

6. **READING AND WRITING CONNECTIONS IN THE SPECIAL EDUCATION CLASSROOM**
Elizabeth A. Bergin, Special Education Teacher, French Hill Program, Putnam Northern Westchester BOCES

Reading and writing integration is alive and well in the Special Education classroom. In this workshop, the presenter will demonstrate how to use the writing workshop and reading across the curriculum with emotionally disturbed and learning disabled students in a self-contained classroom. The discussion will contain a brief overview of the writing process and how this program is meeting with success with a group of ED/LD students. There will be practical suggestions on how to put a similar program to work in the classroom. This presentation is geared to special educators working with grades 4-6.

Salon H

10:30-11:30
SESSION VI

1. **STRESS REDUCTION AND SELF-INSTRUCTION TRAINING FOR SPECIAL EDUCATION STUDENTS**
Dr. Ray Aranda, PSYD Director of Nassau and Queens Stress and Wellness Center

This workshop will provide hands on teaching methods and discussion to give students the tools to overcome anxiety which might interfere with learning.

Salon A

2. **THE ADAPTATION OF THE LIONS QUEST FOR THE NEEDS OF THE EMOTIONALLY DISTURBED STUDENT: SKILLS FOR NORMAL DEVELOPMENT AND SURVIVAL**
Ken Peters, Assistant to the Executive Director and Special Projects Administrator, Bronx Children's Psychiatric Center

This workshop will describe the implementation and use of a novel, comprehensive curriculum from K-12. During the summer of 1991, under a Drug Free Schools Grant, Resource Guides were developed for ED students. This hands on workshop will explore the application of lessons on self esteem, peer relationships, emotions, decision making and goal setting for children of special needs. Come, be "energized" and exposed to a package well researched and used in over 12,000 schools in North America and in 22 countries.

Salon B

3. **CULTURAL APPROACHES TO THE EDUCATION OF AFRICAN AMERICANS**
Brother Ishan A. Aziz, Thinking Straight Institute

This workshop will explore the Afrocentric model to better motivate African American children.

Salon C

4. **MULTI-CULTURAL INSENSITIVITY: THE CONSEQUENCES OF TEACHER FEAR, LOATHING, AND HATRED OF BLACK MALES**
Dr. Herbert L. Foster, Professor, SUNY Buffalo

This workshop will discuss the impact of "stereotypical" black male behavior from an ethnocentric point of view, and how it impacts on both the educator and the education system.

Salon F

5. **TRANSITIONING AND REINTEGRATING STUDENTS FROM MORE TO LESS RESTRICTIVE EDUCATIONAL PROGRAMS IN LOCAL PUBLIC SCHOOLS**
Dr. Howard S.Muscott, Principal, Walden School, and Carol Franks-Randall, Assistant Director of Special Education, Putnam/Northern Westchester BOCES

This workshop presentation will provide participants with information on a program model designed to reintegrate students with emotional disturbances from center-based education facilities to local public schools. This model has been successfully implemented in both lower New York State and the State of Oregon.

Salon G

6. **PROJECT R.I.D.E**
Dr. Larry Makeadi, Associate Professor of Education, SUNY Fredonia

A staff development program to help teachers accommodate individual differences within regular classroom settings. There are three major components of Project R.I.D.E.: a self-evaluation of effective classroom practices; a computerized tactics bank; and video library (SWAT: Schoolwide Assistance Teams).

Salon H

2:00-3:00
SESSION VII

1. **A FAMILY SYSTEMS APPROACH TO DIFFICULT DISCIPLINE PROBLEMS**
Dr. Michael Valentine, Ass't Professor, Educational Psychology Dept., California State University at Long Beach

How to run a briefly structured parent student-teacher conference designed to solve discipline problems in the classroom and at home

Salon A

2. **WORKING WITH CHILDREN AT RISK**
Thomas Connelly, Director of Special Counseling Programs, Wappingers Falls School District, NY

This workshop discusses how the community can network with school and family to create protective factors to give children resiliency.

Salon B

3. **A POTPOURRI OF CREATIVE TEACHING IDEAS AND THE TEACHER AS RESEARCHER**
Kristin Kendal-Jakus, Classroom Teacher, Self-Contained Special Ed. Junior-Senior High School, St. Joseph's Villa, Rochester, NY

This workshop will offer practical and creative teaching strategies to facilitate learning for every student. The workshop will focus on the Whole Language philosophy, which has been used successfully in classrooms of emotionally disturbed youth containing a wide range of instructional levels from grade one through senior high. Specific ideas for projects that use natural learning situations will be discussed.

Salon C

4. **CHILDREN WITH TRAUMATIC BRAIN INJURY: WHAT EVERY EDUCATOR SHOULD KNOW**
Theresa Finnegan, Special Ed. Teacher, Oneida County BOCES, New Hartford, NY
Marcia Saran, Special Ed. Teacher, School 84, Buffalo, NY
Ted Kurtz, Principal, Gateway Youth and Family Services, Williamsville, NY
Bob Michael, Coordinator of Special Education, SUNY, New Paltz

This presentation will give an overview of the nature and needs of students with TBI; discuss classroom accommodations; and present specific teaching strategies to meet the unique needs of this population. In addition, identified teacher competencies for effectively working with students with TBI will be shared.

Salon F

5. **E.A.S.E.: A MODEL FOR SUCCESS**
William Schierlitz and Claudia Petersen, Program Coordinators, E.A.S.E. Program, Buffalo Public School System

This workshop is best described by its title: "E.A.S.E." the acronym for Educational Assistance for Special Education. E.A.S.E. has made it easy for teachers, administrators, students, and parents to meet the more frustrating of educational challenges: the teaching of reading and math to students who are handicapped and performing academically two or more years below grade expected level.

Through a unique and highly creative collaboration of educational resources, E.A.S.E. provides a multi-disciplinary, multi cultural, and multi sensory reading, language, and math program that has empowered handicapped students to be competitive and on grade level.

After 12 years of outstanding results, E.A.S.E. was recognized as a National Model Site in November of 1989. E.A.S.E. and 250 teachers were acknowledged for their excellence.

Salon G

6. **SUPPORTED EMPLOYMENT AND LONG TERM FOLLOW-UP**
Brian McIlvain, Supported Employment Instructor, BOCES 2

Supported Employment is a viable alternative to a sheltered workshop placement for many severely disabled persons. This presentation will review the components and experiences of a program coordinated by the Occupational and Technical Education Division at BOCES 2, Suffolk.

Salon H

3:15-4:15
SESSION VIII

1. **SUCCESSFUL MAINSTREAMING OF STUDENTS INTO OCCUPATIONAL EDUCATION CLASSES**
Christine Conry and Debra Bardona, Mainstream Counselors, BOCES 2

Many mainstreamed students require appropriate support services to be successful in their occupational program placement. Counseling is one such service that can be critical in assuring maximum student achievement. The counselor's role as a student advocate, mediator, information collector, and sympathetic ear will be reviewed.

Salon A

2. **MONITORING CHILDREN ON MEDICATION: THE EDUCATOR'S ROLE**
Dr. Joseph R. Trippi, Professor, Special Education, SUNY New Paltz

This workshop is designed to help educators and other caregivers participate more fully in drug therapy programs for children and adults who may be prescribed medication. Suggestions for observing, recording, and reporting data on behavioral changes which may be the result of medication are presented.

Salon B

ANYSEED gratefully acknowledges the support and participation of the following organizations in the 1992 Annual Conference:
- ***NYSAVESNP (New York State Association of Vocational Education Special Needs Personnel)***
- ***SEALTA (Special Education Administrators Leadership Training Academy)***

3. **VOCATIONAL ASSESSMENT THROUGH A COOPERATIVE SERVICES MODEL**
Robert Kavanaugh and Audrey Ventimiglia, Vocational Evaluators, BOCES 2

Vocational Assessment is a requirement in New York State for all students with handicapping conditions who are being considered for an occupational program. This presentation reviews how this requirement is being met through a district-based team approach.

Salon C

4. **INTERVENTION: PREPAREDNESS FOR CRISES**
Joseph V. Berger, PhD, Dowling College School of Education

This interactive workshop is designed to help participants clarify their own thoughts and behaviors and develope an effective and efficient model of interventive caregiving.

Salon F

5. **SOCIAL PERCEPTUAL DEFICITS IN THE E.D. AND L.D. POPULATIONS**
Barry McNamara, PhD, Dowling College

This workshop will explore how social perception can impact on a special education population within the school setting among educators and other caregivers.

Salon G

6. **HUMAN SEXUALITY EDUCATION FOR EXCEPTIONAL STUDENTS**
Peggy Jo Wallis, Trainer, Wallis Associates. Special Educator and Consultant, Albany, NY

Everyone, regardless of the nature or extent of their ability or disability, is a sexual being. This workshop will examine the necessity for addressing issues of sexuality with students who are disabled and their families.

Salon H

NOTES:

Special Full Day Session

"How To Deal With Difficult Discipline Problems"

DR. MICHAEL R. VALENTINE
Presenter

MICHAEL VALENTINE, Ph.D., received his Doctorate from UCLA in Education with a specialization in Clinical Psychology and Psychopathology. He received his Masters degrees in Sociology and Counseling Psychology and his Bachelor degree in Sociology and Psychology from California State University at Long Beach.

Mike has served in a variety of positions as teacher, counselor, administrator, and school psychologist at the elementary, junior high, continuation high school, high school, and university levels. He is currently the Coordinator of the Adult Learning Disability Program and a Lecturer/Assistant Professor for the Educational Psychology Dept. at California State University at Long Beach.

Mike is a tested and experienced workshop leader. His presentations are fast moving, energetic, humurous, easy to follow, and have a lot of practical examples. He is the author of *How to Deal with Discipline Problems in the Schools: A Practical Guide for Educators* and *How to Deal with Difficult Discipline Problems: A Family Systems Approach.*

Workshop Date:	March 19, 1992
Time:	9:00 am - 4:00 pm
Place:	Marriott Windwatch 1717 Vanderbilt Motor Parkway Hauppage, NY 11788
Cost:	$50.00 registration (includes materials & coffee break)
Lunch:	A lunch buffet is available in the hotel restaurant for $8.95.

For further information, please contact:

Bob Aiken, Conference Chairperson
516-689-9600

Claudia Petersen
716-851-3832

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Advertisements in the journal, PERCEPTIONS, reach many people throughout the country. Teachers, administrators, therapists, parents, and state education officials make up much of the readership of PERCEPTIONS.

The advertising rate schedule is as follows:

Advertisement	One Time	Two Times	Year
1/3 Page	$75	$125	$200
1/2 Page	$125	$200	$350
Full Page	$200	$300	$500
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COLLEGE GRADUATE CREDIT

The ANYSEED Professional Development Division, in conjunction with the 27th Annual Conference Committee and the Institute for Staff Development in Education at SUNY, New Paltz, are pleased to announce the establishment of a **three-hour graduate course** associated with the 27th Annual ANYSEED Conference, March 20, 21, and 22, 1992.

Course: 39593

Contemporary Issues and Problems in Working with Emotionally Disturbed Children

Description: Issues and problems related to working with emotionally disturbed children, as identified in the conference sessions, will be considered. In-depth analysis of the major concerns will be carried out through independent study and through practical application of the information required. Full conference participation is required.

General Course Requirements: Students are required to

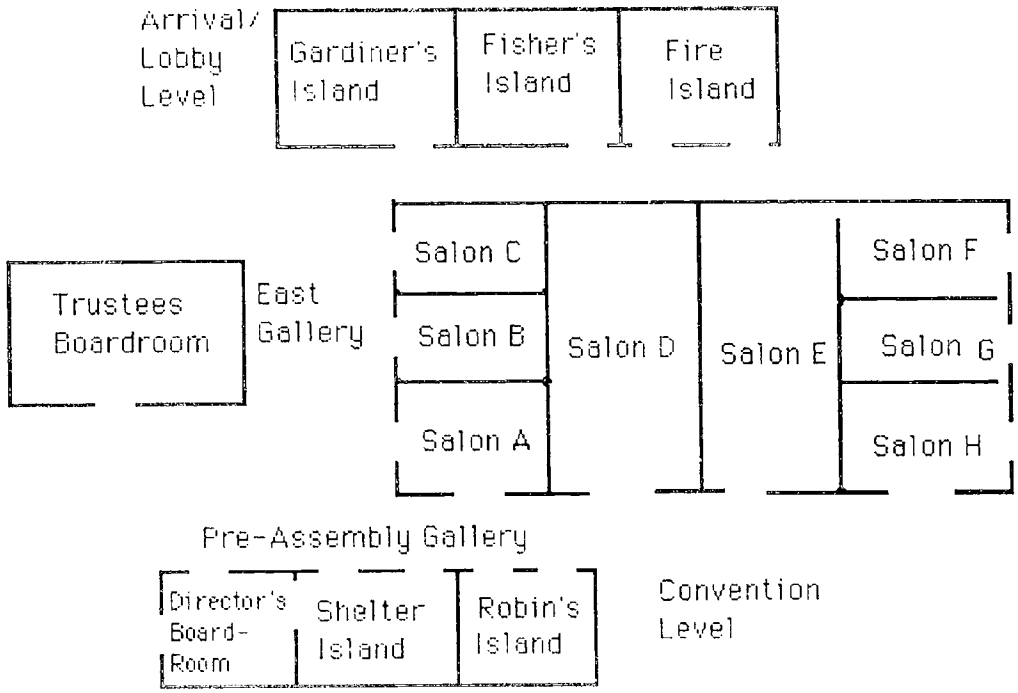
1.) Attend the full 27th Annual ANYSEED Conference.
2.) Attend class sessions scheduled for March 19, 1992 at 7:30 pm, and March 22, 1992, at 9:00 am.
3.) Summarize and analyze each of the workshops attended.
4.) Propose an independent project that applies information acquired from the conference sessions.
5.) Be available for individual consultations with the course instructors with respect to the proposed independent project.
6.) Implement and evaluate the independent project.
7.) Submit written report by July 15, 1992.

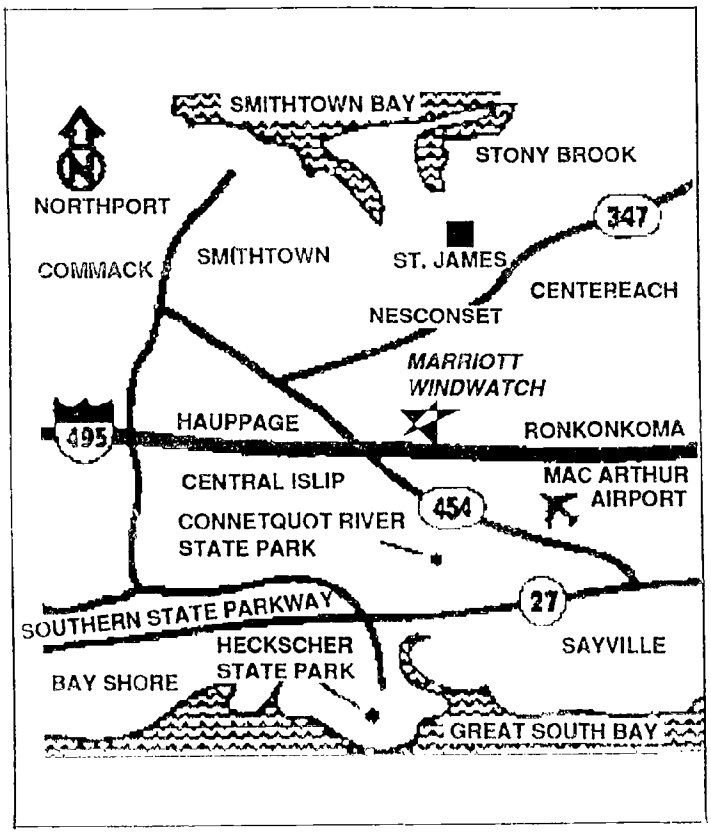
Detailed guidelines for course requirements will be distributed in the first class meeting.

Registration Deadline: February 19, 1992
Fees: $240, in addition to the conference fee. Make checks payable to ANYSEED, and mail to: Ms. Claudia Peterson, ANYSEED Professional Development Division, P.O. Box 247, Glenwood, NY 14069
Registration Information: When sending the fees ($240 and conference fee), please enclose the following information: Name, Address, Home Telephone, Work Telephone, and Present Work Position.

ENROLLMENT OPEN ONLY TO REGISTERED CONFERENCE PARTICIPANTS. REMEMBER TO FORWARD COURSE REGISTRATION AND CONFERENCE REGISTRATION FEES AND REGISTRATION FORMS FOR EACH. ALL FEES MAY BE COMBINED INTO ONE MONEY ORDER. The Executive Board of ANYSEED encourages early registration for the above course to avoid being closed out. This course is intended for persons willing to assume responsibility for independent study work and who have demonstrated competencies in this area.

WELCOME TO THE MARRIOTT WINDWATCH





DIRECTIONS

From Manhattan and Points West
Midtown Tunnel to Long Island Expressway (495) East to exit 57 (Veteran's Memorial Highway). Turn left at light onto Vanderbilt Motor Parkway - continue on Motor Parkway. Hotel on left.

From La Guardia Airport
Grand Central Parkway East to Northern State Parkway to Long Island Expressway (495) East to exit 57 (Veteran's Memorial Highway). Turn left at light onto Vanderbilt Motor Parkway - continue on Motor Parkway. Hotel on left.

From JFK Airport
Belt Parkway East to Southern State Parkway (East) to Sagtikos State Parkway to Long Island Expressway (495). East to exit 57 (Veteran's Memorial Highway). Turn left at light onto Vanderbilt Motor Parkway. Continue on Motor Parkway, hotel on left

From MacArthur Airport
Right on Veteran's Highway (continue 5 miles) Turn right at light onto Vanderbilt Motor Parkway. Continue on Motor Parkway, hotel on left

THIS FORM IS FOR CONFERENCE REGISTRATION ONLY.

YOU MUST REGISTER FOR THE HOTEL SEPARATELY.

Pre-registration form must be received by February 1st, 1992, for discount

Name _____ School or Agency _____ Presenter _____ Student _____

Home Address _____

City _____ State ___ Zip Code _____ Home Phone ( ) _____

School/Agency Address _____

City _____ State ___ Zip Code _____ Business Phone ( ) _____

Please return this form and your check (made out to ANYSEED) to:
ANYSEED CONFERENCE, Claire Roman, BOCES 2, Sherwood Corporate Center, 15 Andrea Road, Holbrook, NY 11741

SECTION I. CONFERENCE REGISTRATION FEES

CONFERENCE	BEFORE FEB. 1	AFTER FEB. 1	AMOUNT REMITTED
FULL CONFERENCE	$75.00	$100.00	
FRIDAY ONLY	$50.00	$ 70.00	
SATURDAY ONLY	$50.00	$ 70.00	

NOTE: Group Single Agency: Registered as a group (5 or more). $60.00 per person. EARLY REGISTRATION ONLY!

ALL REGISTRATION FEES INCLUDE COMPLIMENTARY MEMBERSHIP FEE (1992-1993).

PRESENTERS: No fee for Conference; check hotel registration and/or meal purchase.
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CANCELLATIONS: No cancellations will be considered after February 20th. $15.00 charge for any returned checks.

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RETURN TO:

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Hauppage, NY 11788

PACKAGE RATES:

Plan A includes: Two nights accommodation for Friday and Saturday
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Two lunches, two dinners, and Sunday brunch
All inclusive

Double occupancy - $227.81 per person _____
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Plan B includes: One night accommodation for Friday
Friday OR Saturday lunch
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Reservations are guaranteed by submitting this form and a major credit card number to the Marriott Windwatch

Credit Card _____ Number _____ Exp. Date _____

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CITY _____ STATE _____ ZIP CODE _____

HOME PHONE ( ) _____ BUSINESS PHONE ( ) _____

Please check plan: PLAN A _____ PLAN B _____ PLAN C _____

TYPE OF ACCOMMODATION: SINGLE _____ DOUBLE _____

ROOMMATE: _____

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Perceptions

Volume 27 Number 1 Winter 1992

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

ANYSEED'S 27th ANNUAL CONFERENCE March 20, 21, 22, 1992

ASSOCIATION OF NEW YORK STATE
EDUCATORS of the
EMOTIONALLY DISTURBED
14 Maple Street, Scottsville, NY 14546

Perceptions

Volume 27, Number 2 Spring/Summer 1992

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A Journal for Practitioners

REACHING OUT

ANYSEED'S 27th Annual Conference Photos

Statement of Purpose

Perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

Perceptions is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

Guidelines for Submission of Articles

Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8-1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

- title of article
- name of author(s), affiliation
- address(es) of author(s)
- telephone number(s) of author(s)

Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances. Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article.

Manuscripts should be sent to:

Lynn Sarda, Editor *Perceptions*
Old Main Building 212
State University of New York

Perceptions

A Publication of the ANYSEED

A Journal For Practitioners

SPRING/SUMMER 1992
Volume 27
Number 2

Articles in *Perceptions* are indexed
in ERIC's Resources In Education

CONTENTS

FROM THE EDITOR

The Spring, Summer issue of *Perceptions* brings together some venturesome writing about possibilities for outreach, change, and growth ... personal efforts that can expand an individual's views in significant ways. Nancy Brennan describes a Mentor/Internship Program which facilitates experienced teachers sharing their expertise with inductees. An interesting aspect of mentoring is that it may benefit the mentor as much as it does the intern in terms of new learning, self-esteem, and professional renewal. Joseph Burger writes of a personal journey, an extraordinary experience in lifelong learning and growth. John Wheeler, Patrick Vitale, and Sidney Miller explore inclusion by identifying behavioral expectations of teachers. Myrna Calabrese continues to keep readers informed about current issues in special education with an article about Attention Deficit Disorder. Information about the 28th ANYSEED Statewide Conference is included, along with a Call For Papers. We are running the Reader's Survey once again, and we encourage you to take advantage of this opportunity to let ANYSEED leadership know what is important to you. We hope you enjoy this issue of *Perceptions*.

Lynn Sarda, Editor

MENTORING IN NEW YORK STATE: COLLABORATION IN ACTION

by

Nancy Brennan

Nancy Brennan has been an Associate in the Staff Development Unit, Office of Teaching, New York State Education Department, serving as Project Coordinator of the Mentor Teacher Internship Program from 1986-1991.

In 1986, the New York State Legislature, in response to a need to promote teacher induction for teachers in our state's schools, allocated funding to enable districts to provide beginning teachers the guidance and support of veteran teachers in their schools during the critical first year of teaching. This action was taken in light of a national teacher attrition rate at that time of 50% within the first five years of service (most of these leaving in the first two years). In 1989, the NYS State Board of Regents adopted revised teacher certification requirements which included an academic year-long internship requirement to become effective in 1993. The State Education Department began its administration of this teacher induction effort, the Mentor Teacher-Internship Program, which continued through the 1990-91 school year with a view towards identifying models of teacher induction which would be workable throughout the state.

In the first year of implementation, twenty-five NYS school districts applied for and received funding through a competitive grant process. In order to receive funding, districts needed to describe plans of implementation which included such elements as:

release time for beginning teachers and their mentors (20% of class time for beginning teachers, 10% of mentor teachers' contractual time);

non-evaluative role of the mentor;

a plan for mentor preparation activities;

collaborative development of the planned internship;

district-based mentor selection committees; and

common desirable characteristics of mentor teacher candidates, such as excellent teaching and pedagogical skills, subject matter knowledge, and interpersonal relationship qualities.

Districts were also responsible for constructing and carrying out their own program evaluations.

COLLABORATION

One of the most outstanding features of the New York State program was the notion of collaboration, which is a thread throughout all the elements of the New York State mentoring programs and takes place on all levels of the education community. To participate in the New York State mentoring program, district administrators, union representatives, and other interested school community members needed to *jointly* fashion the plan. Further, a mentor selection committee composed of teachers and others in the school community (most often, principals and department chairs) needed to "leave their roles at the door" in order to accomplish the business of choosing which of their colleagues were most suitable to mentor newcomers in the profession of teaching. The committee established requisite criteria and equitable procedures for selection, and made decisions collaboratively as mandated by statutory guidelines. They then presented the list of recommendations to the superintendent, in most cases including suggested matches of the newcomer with the veteran teacher. Districts participating in the New York State program collaborated regionally by establishing networks to offset training costs, and by providing forums for support and sharing pertinent information, such as availability of replacement teachers.

While some aspects of the collaborative nature of the mentor teacher-internship were mandated by law, the successful implementation of the mentor teacher-internship program was at its very essence, driven by cooperation and collegial outreach. For example, a most critical concern of all involved in the mentoring programs, both locally and statewide, was preserving quality of instruction while the teachers were engaged in mentoring activities out of their classrooms. Project coordinators, mentors, administrators, even beginning teachers themselves, often worked together on such tasks as choosing replacement teachers and defining the release time schedule which was acceptable to all involved and most likely to ensure the continuity of quality instruction.

In addition, colleagues jointly developed workshops to prepare teachers to be mentors and to be replacement teachers, with many districts working closely with colleges and universities on the development of such training. Teachers exemplified collegial outreach as they volunteered to mentor; these mentor teachers gave much more time to their mentor work than they received release time from their instructional loads. Through mentoring, teachers moved beyond the isolation which has marked the teaching profession historically in our society.

OUTCOME

Aside from the very obvious and well-articulated benefits to beginning teachers (increased feelings of support, collegiality, confidence in themselves as competent professionals, networking with other teachers), experience in mentor teacher-internship programs in New York State has yielded unexpected benefits. Teachers acting as mentors frequently cite a professional rejuvenation and renewed interest in sharpening their skills as excellent teachers. They point to the satisfaction of being able to share their professional "bag of tricks" and, perhaps of even more long-lasting effect, their love of their students and their profession. For many of these teachers, participation in the mentor teacher internship program was one of the first times they were recognized by newcomers, their peers, and, most importantly, themselves for being skilled practitioners of the craft of teaching.

By the last year of implementation, school year 1990-91, over 2000 beginning teachers in 92 distinct New York State school districts had been mentored over the five-year life of the Mentor Teacher Internship Program. In June 1990, districts which had participated in the statewide program reported that, of the beginning teachers who were mentored in 1986-87, 73% were still teaching in their districts of entry. Indeed, one district reported average teacher retention rates of 55% prior to the mentoring program, as compared with 82% after the program was in place. One school superintendent of a participating district noted that beginning teachers who were mentored exhibited skills at the end of their *first* year of service which, without mentoring, would be attained in the *fourth* year.

Clearly, induction through the mentor teacher-internship programs has been demonstrated to be a highly effective means of inducting teachers in the teaching profession. New York has a very powerful resource in this program, with benefits to teachers, students, and the school community.

The ANYSEED Executive Board has established four awards which are presented at the annual conference. Any current members of ANYSEED may nominate individuals for these awards.

CONRAD HECHT MEMORIAL FUND

Conrad Hecht was the President of ANYSEED in 1968-69. Following his untimely death, a memorial fund was established to honor an outstanding special education student, school or agency.

STEVEN J. APTER AWARD

The Steven J. Apter Award is presented to an outstanding individual in the field of special education. Nominations will be accepted for individuals who have made significant contributions in such areas as research/scholarship, leadership, professional achievements, and commitment to youths with handicaps.

EVERETT KELLEY VOLUNTEERISM AWARD

The Everett Kelley Volunteerism Award is presented in recognition of the spirit of volunteerism. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education.

TED KURTZ TEACHER ACHIEVEMENT AWARD

The Ted Kurtz Teacher Achievement Award is presented to an outstanding educator in the field of special education. Nominations will be accepted for teachers who have made a significant contribution and have shown commitment to individuals with handicaps.

To nominate an individual or agency, please send the following information:

Name of Award:
Name of Nominee (student, school, agency):
Address:
Telephone Number:
Submitted By (Name of ANYSEED Member):
Home Address:
Telephone Number:

School/Agency Address:
Telephone Number
Biographical Sketch (student):
Historical Background (school/agency):
Program Goals (student/school/agency):
Achievements (student/school/agency):

Attach two letters from educators or professional affiliates to illustrate merit and/or program commitment.

Send nominations to: Robert Aiken, BOCES II, 100 Suffolk Ave., Stoney Brook, NY 11790

A PERSONAL JOURNEY

Adapted from an ANYSEED presentation,
Long Island Chapter, March 5, 1992
"Accomplishing More With Less"

by

Joseph V. Burger

Dr. Joseph Burger is an Associate Professor of Education at Dowling College, Oakdale, New York. He is a psychotherapist in private practice, an Impartial Hearing Officer, and a consultant in conflict management, substance abuse, and crisis intervention. In addition, he is a humorist, singer, and theater arts person

I have gone through two years of deep introspection and extensive transition both personally and professionally. I came to a crossroads two years ago. I was tired and depressed. I had spent twenty years engaged in teaching, guiding, and counseling thousands of children and adults who had shared with me deeply personal experiences, which reflected pain and loss and searching for meaning to their lives. I myself had shared their feelings and struggles, and had lost some of my own vision about life in the process. I was going through a divorce after twenty two years of marriage; was losing my dearest friend and mentor of sixteen years to cancer at a time when he deserved all the fruits of his labor and good deeds; was living far away from the community of friends I'd been so much a part of for nearly twenty years ... I was physically, emotionally, and spiritually exhausted. I felt as if I'd lived a thousand lives through the people I'd lived and worked and played with: my clients and students, my colleagues, friends, and family. I felt that I'd fought enough battles, and it was time to close the book.

But, for some reason, I was compelled to hang in there a little longer and discover whether I had a new chapter to write. I took a sabbatical from Dowling College; ceased chairing the teacher education program; let go of my set routines; and took to the open road to see what was out there in the larger world. I had no idea what I would discover. I hoped to learn more about myself, and perhaps to recapture some of my lost meaning and vision. As it turned out, I was so unprepared for the wisdom, the nurturing, and the enlightenment which would be offered to me.

I began to immerse myself in the study of resilience. I returned to reading the works of great philosophers, ancient and modern, eastern and western. I reviewed extensive literature and research regarding the essence of human survival. I wanted to learn about children who could rise above the adverse conditions of their lives: poverty, squalor, homelessness, war, violence, sexual/emotional/physical abuse, family dysfunction, parental cruelty, mental illness, disability, chronic pain, degradation, and dehumanization. I wanted to discover those strengths, those common threads, those precious secrets by which some triumph while others succumb. In my quest to discover these truths, I never imagined how much I would learn about my own inner resources and the power which we all possess, the real truth: that we can all triumph above adversity; that each of us can discover our own miracles; that each of us can make a difference despite our past failures and errors. And so, my friends, I would like to share with you some stories, some wonderful insights about accomplishing more with less, and about doing great things under extremely adverse conditions.

I visited communities throughout the eastern states, the south, some in the far west, and northern Canada, and found exciting, inspiring, and effective leadership everywhere. I saw schools whose students lived in poverty; students who grew up amidst crime, drug and alcohol abuse, and violence, but whose teachers and principals shared with them a common vision that they were each blessed, anointed, special children of God and citizens of the world. Because these educators believed that they could impart not only knowledge and information to their children, but also daily convey these beliefs in their potential greatness, the children too, in time, applied themselves to their studies, and their standardized test scores soared. I learned that leadership, not management, is characterized by a belief in excellence; that when schools are decorated with trophies, awards, and certificates of excellence, and when hallways and classrooms are filled with artwork, photographs, and inspirational quotations, everyone's shared esteem rises. I visited schools whose communities, parents and non-parents, were extensively involved in program development and implementation. I saw volunteerism and kindness, the true goodness of American citizens: grandparenting/senior citizen mentoring programs; community service projects to combat hunger, homelessness, loneliness, and environmental decay. I saw the nation's ills, and the courageous warriors who combat the plague. I also visited communities as far away as Alberta, Canada, who have pledged to improve the quality of life and conditions of the natives: the indigenous people whose youth truly exemplify the term "youth at risk." I observed a program in Atlanta, Georgia, sponsored by Rich's Department Store chain, which successfully trains and re-educates potential high school dropouts. I observed peer leadership seminars, outdoor education/survival retreats, inter-racial/inter ethnic/sexual preference sensitivity workshops, and community awareness programs designed to combat the spread of AIDS and the increasing numbers of teen pregnancies. I found task forces working to reduce the threat of adolescent and child suicide, and the scourge of child physical and sexual abuse. Every school or community program I encountered was accomplishing so much more with so much less support from government resources. Of course, this is not to say that adequate government commitment wouldn't substantially increase our level of accomplishment, but clearly, under this federal administration and in these times of economic hardship, communities have had to depend upon their own faith, energy, skill, and creativity.

So, how are they successful? What are their secrets? Well, for the remainder of this article, I will share with you some suggestions and ideas which I submit for your consideration. They involve beginning to look at ourselves perhaps a bit differently from the way some of us have in the past. They have to do with

our beliefs: what we believe about ourselves, our students, our communities, our school systems, our leaders, our relationships; and our personal visions about life, its challenges, and our goals.

Let me begin by suggesting that there exists a body of knowledge accumulated from the earliest origins of humankind's habitation of planet Earth, which is well-regarded by researchers in all fields of study. This body of knowledge and research reflects a collectively-shared consciousness (and conscience) among all humankind and throughout the universe. It is this common awareness (or potential awareness) of good and evil, virtue and vice, personal power, and the human potential for excellence which is the essence of all successful endeavors and triumphs. It is not surprising that we encounter tragedy and adversity in our common human experience, for this is in fact why we are here, why we exist: to learn, to grow, to be educated, and, however possible, to enjoy our lives and our relationships. This idea which I offer to you is clear and simple. It is also deeply spiritual. But may I suggest that it is this very spirituality which has made the programs and people and communities I've mentioned previously so triumphant and so successful. It isn't the knowledge and the information, which we usually tend to make the number-one priority of our educational systems; rather, it is the desire and belief that learning and sharing and enjoying the experience is what we're all about. It is *these* which maximize the human potential for inventiveness and excellence. It is *these* which help us to transcend, to overcome adversity. It therefore seems reasonable that we also want to make the learning experience fun, and the school environment warm and nurturing.

Every time a teacher or a program is successful in reaching the goals which were set, it is due to a vision and a belief. The vision is usually a common set of goals which have been defined and described with nearly tangible clarity in specific detail, as if on wide-screen, high-definition television. It is totally connected to the belief that these goals not only can and will be accomplished, but they are perceived as if they already *have* been accomplished. In other words, the student is guided to see that s/he is so capable that s/he already IS successful. This concept may seem trivial or unrealistic to many, but let me assure you that it is not. In fact, it requires great discipline and practice and repetition to transform a deeply-ingrained "yeah, but" or "can't do" conscious attitude into an unstoppable powerful subconscious attitude which says, "Yes, of course I can do that because that's so easy for me."

We all know stories about people who have triumphed over adversity, world leaders or simple folk who overcame their physical disabilities of blindness, deafness, paralysis, deformity, pain: Helen Keller, Steven Hawking, Christy Brown, Ludwig von Beethoven ... or renowned thinkers and inventors who had been scoffed at and mocked or ignored: Einstein, Edison, Van Gogh, Mozart. Inventors and visionaries, artists and composers, entertainers, philosophers, and countless others surpassed meager beginnings to become even corporate leaders and philanthropists.

Usually it is the crises of our life experiences which transform our spirit. Usually it is the desperation to survive. But it need not be so. We do not need a life crisis, feeling lost and alone and mortal, to help ourselves, our children, or our colleagues to discover our unique and magnificent gifts. It is the recognition, discovery, and encouraged use of these gifts which bring successful outcomes to the programs I have described. I believe that we don't really accomplish more with less. Rather, I think that we simply learn how to discover more diamonds in each other; to trust our instincts more; to remove the masks we normally wear in order to please or hide from others. You see, what I learned from the wise and special people I met upon my journey was that ordinary people are always capable of doing extraordinary things, but only when they *believe* that they can. A 150-pound paraplegic can lift a medal-winning 250-pound weight; a sixteen-year-old with no arms can swim an Olympic 100-meter butterfly stroke; a deaf-blind wrestler can defeat an equally-matched sighted wrestler; a lone college undergraduate can establish an enormous volunteer teacher corps; children can survive the destruction of their homeland and families and everything dear to them, and journey alone to a new world, learn a new language, adopt a new culture, develop new skills, and build an entirely new and successful rich life ... all because they believe they can do it. They KNOW they can do it!

What is it that causes them to triumph, and what can we learn from them to help ourselves and our children? Let's begin with the premise that when we learn and teach each other that we can be ourselves, that we need not force ourselves to conform to the image and expectations of others, we can then choose to live more freely. Now, I know that many teachers' first reactions to the idea of such freedom for students to set standards, create rules, develop a learning environment, and monitor their own progress are extremely sceptical, even fearful. "My !", some say, "What "What would the kids do with such power and freedom? After all, give them such leeway and they'd probably never work or study. Just look at what's become of our youth today. They don't read. They can't write. They lack the skills to think critically. Of course, what else should we expect? Their parents are never home. Their families are in disarray, and their role models are freaks, illiterates, glamorous personalities, and fantasies created by the media!" But wait a moment. Is this the truth or is it the truth only as we perceive it, as we believe it to be?

I ask this question because if we as adults and as educators of children do accept this to be the truth, absolute and unalterable, then we have defeated ourselves before we've even begun to teach. As the people have done in the communities I've visited and described to you, let us decide to say to ourselves and to our children, "You ARE capable of learning and doing and creating great things. You CAN join us in setting standards of excellence in performance and rules of discipline and behavior. You have both a right and a responsibility to plan and implement a meaningful curriculum." This is what these communities have done. We may call it "empowerment" in our 90's jargon, but I prefer to see it as a shared respect, shared rights, and shared responsibility. It can be defined as trust and belief and commitment. It requires a network of support and recognition for each other. No more blaming each other for what's wrong; rather, continued dialogue ... but without threat or rancor or intimidation. I know that I am not being naive, despite what some may think, because I've seen it happen again and again that when individuals behave toward their supposed adversaries (parents or students, teachers or administrators or outside consultants) with gentle respect, quiet honesty, validation and acceptance, even adversaries come to reasonable terms. In every one of these programs, no matter how difficult, disruptive, lackadaisical, or deficient in academic performance these students were, they were treated with respect, honesty, acceptance, and consideration. In time, with patient regard and appropriate consequences for behaviors of all sorts, understandings were reached. People at all levels among students, staff, and community acknowledged one another, assisted one another, challenged and stimulated one another to do more with less.

They soon discovered that *that was* the way it was meant to be, because when they sometimes did have more resources at their disposal, they became complacent and strove for less. They were

divested of challenge. When things went wrong and the real challenges appeared, the communities once again bonded together to renew their vision. I have seen communities virtually reborn after having been trained in problem-solving and decision-making models by organizations like the Northeast Regional Center for Drug-Free Schools and Communities (otherwise known as Super Teams). I have seen powerful changes in positive school climates, increased community support, improved student performance, reduced drop-out rates, reduced numbers of runaways, fewer incidents of vandalism, adolescent suicide, and bias crime. I have seen tremendous improvement in productivity, cooperation, attitude of humor, love, and self-efficacy in every corporation, corrections program, CETA program, and educational system which took an intensive training seminar called "Investment in Excellence" from the Pacific Institute of Seattle. As a result of the power of laughter and play which is the mission of a vast network of professional trainers coordinated by the Humor Project in Saratoga Springs, New York, organizations throughout the world have reported exceptional results in improved productivity, climate, and relationships.

We sometimes refer to these successes as miracles. They are not. They are the result of the visionary efforts of real people doing real things ... people such as those working throughout the nation in a once-but-no-longer well-funded Cities in Schools Project ... people who have made a substantial personal commitment to help each other. Their accomplishments are the result of diligence, written and spoken affirmations, daily goal setting, and the imprinting of positive life-enhancing beliefs. Such beliefs mean that each of us must make a commitment to those whom we disdain the most, for they are the very people who need the most validation and recognition as worth human beings. We need to make lists of goals and affirmations daily, and meditate on them, and discuss them, and put them into practice. We must stop complaining and wasting energy. We must stop blaming, hiding from responsibility, and feeling powerless. We need to empower ourselves and each other, and renew our common visions. That means restructuring hierarchies into teams. It also means humanizing policies and procedures, and making certain that the dignity and integrity of every person in the community is maintained. Caring is what it's all about, and caring by doing is what creates miracles. This is what I've seen in my travels and what I've learned to be true.

The most successful programs encourage their people to have fun, to be unorthodox, to appreciate novelty and uniqueness, and to be open to every possible gem of an idea. This also means that such programs provide time, opportunity, and incentive for people to share ideas, share in the work, share the profits, and, most of all, ALWAYS share the recognition, because without the recognition, the commitment soon dies.

When the vision is clear, when the motivation is strong, when the goal is firmly set, the rewards will come; the resources will be found; the people will join in; the improvements in climate, morale, attitude, relationship, and performance will become a reality. Time CAN be provided effectively and efficiently to acknowledge other people's needs and feelings and ideas. We need to touch each other's hearts and hands and minds again. We need to say hello and then wait a bit for a reply before we continue on our way. We need to stop being afraid of what the "boss" or our peers will think of us if we express our concerns and suggestions. And we need to keep on expressing ourselves, respectfully and clearly and articulately, until someone listens. We just cannot afford to give up on ourselves and relinquish the vision. The very meaning and purpose of our professional lives depends upon self-efficacy: ours, our colleagues', the kids', and their families'.

As for the programs that are working well, we have come to see that *all* of the efficacy models are valuable; that the more strategies we study and use, the more probable is our success. We can, and should, blend together positive concepts and methods emphasized by each of the following educational models: human relations, effective teaching, cooperative learning, mastery learning, magnet schools, whole language, proactive problem-solving for youth and colleagues at risk of dropping out and burning out.

My friends, the leadership is there. The books and guides and material and words of wisdom are there. All we need to accomplish more, even with less, is to work smarter, not harder. May I suggest that we commit to facilitate change, wherever it is needed; however we are able; and with whomever we share similar initiatives. A friend of mine recently told me that people are like water. The harder you squeeze them, the more quickly they run through your fingers. Give them a vessel in which to nestle securely and they will remain, patiently waiting to share their sustenance and quench others' thirst, so that they can be fortified to continue on their long journey to the next oasis. And in this fashion, we may yet maintain all of our life-sustaining nourishment to preserve other wayfarers who depend on us for fortitude. Let us learn to provide more, far more, with whatever resources we possess. Share the vision. We'll be fine!

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IDENTIFYING THE BEHAVIORAL EXPECTATIONS OF TEACHERS ACROSS SETTINGS AND THEIR IMPACT ON THE INCLUSION OF STUDENTS WITH SEVERE BEHAVIOR DISORDERS

by

John J. Wheeler, Patrick A. Vitale, and Sidney R. Miller

Dr. John Wheeler is an Assistant Professor of Special Education at the University of South Dakota, specializing in moderate and severe disorders. Dr. Patrick Vitale is an Associate Professor of Educational Psychology at the University of South Dakota, with an interest in research and statistics. Dr. Sidney Miller, Professor, Southern Illinois University at Carbondale, is director of a personnel preparation program in behavioral disorders.

INTRODUCTION

An emerging trend in the field of special education which has sparked some recent debate among professionals is the education of students with severe disabilities in general education settings. This movement has been referred to as the "regular education initiative" (REI) and/or inclusion. The distinction between these two terms (i.e., REI and inclusion) is that, regarding the regular education initiative, Will (1986) refers to the education of students with mild and/or moderate disabilities receiving educational and related service delivery in the general education setting. The term "inclusion" extends the right of receiving educational and related services within the context of the general education setting to students with severe disabilities.

The morality and efficacy of REI and/or inclusion has been extended primarily from philosophical and/or theoretical viewpoints in past investigations and almost exclusively in terms of serving students with severe physical and intellectual disabilities (Cole & Meyer, 1991; Giangreco, 1989; Thousand & Burchard, 1990). Little emphasis has been given to examining this issue empirically as it relates to students with severe behavior disorders. At present, inclusion of students with severe behavior disorders into general education settings is a source of philosophical debate among professionals with limited data to support their arguments.

Braaten, Kauffman, Braaten, Polsgrove, and Nelson (1988) stated that the integration of students with behavior disorders into general education classrooms may pose many problems. Among these problems were the need for additional instructional resources, specifically trained staff, and a supportive environment for students with behavior disorders. They also questioned whether general education teachers would be tolerant of the aberrant and challenging behaviors associated with students labeled behavior disordered. Proponents of inclusive schooling argue that all students are capable of learning in general education settings provided appropriate support systems are available (Stainback, W., Stainback, S., & Forest, 1989; Will, 1986).

The issue of teacher tolerability that Braaten et al. (1988) allude to has been examined earlier by Kerr & Zigmond (1986) and by Walker & Rankin (1983). Each study examined the tolerability of student behavior in both special and general education teachers. The findings of Walker & Rankin revealed that the attitudes of both groups of teachers (special education and general education) were equally as demanding and narrow in terms of their behavioral expectations regarding acceptable classroom social behaviors. Kerr & Zigmond also examined the question of teacher tolerance among secondary special and general education teachers. The findings suggested that special education teachers were more tolerant and less demanding of students than were the general education teachers. The issue of teacher tolerability as outlined in these studies is pivotal to the successful inclusion of students with behavior disorders.

A second area of concern directly related to teacher tolerability is that of the specific behavioral expectations held by teachers (i.e., the behaviors that teachers deem important in the classroom). Based on the studies in the area (Algozzine, 1979; Kerr & Zigmond, 1986; Safran & Safran, 1984), teachers appear relatively unconcerned about student-to-student social behaviors and more concerned with such behaviors as general compliance with teacher requests and positively interacting with the teacher.

Aside from teacher tolerability and the behavioral expectations of teachers, another variable central to the issue of inclusion of students with severe behavioral disorders into general education settings relates to teacher technical assistance needs. Kauffman, Lloyd, and McGee (1989) reported that providing technical assistance to teachers did not have a major impact on teachers' willingness to accept students with behavior disorders. Kauffman et al. reported that 70% of elementary teachers and 55% of the secondary teachers who participated in the study would not accept students into their classrooms who were lacking basic self-help skills. In addition, only 9% of elementary teachers from the study reported that they would consider accepting students with uncontrollable aggression even when provided with technical assistance.

Several investigators have contended that effective educational programming for students with severe behavior disorders is contingent upon targeting behaviors for intervention that have a strong probability of receiving positive reinforcement in natural environments (Downing, Simpson, & Miles, 1990; Fuchs, Fuchs, Fernstrom, & Hohn, 1991; McConnell, 1987). Results from existing studies indicate that there may be significant differences in behaviors described as important by teachers and the types of social behaviors needed by students with severe behavior disorders to successfully interact with not only teachers, but also peers. Such a discrepancy contributes to an incongruence and raises serious questions about the targeted academic and social behavior promoted by special educators. As Thurman (1977) suggests, "Congruence can be brought about not only by modifying the child's behavior, but also by dealing with the social environment system surrounding the child" (p. 329). The data from previous investigations suggest that teachers may be more concerned about students exhibiting appropriate social behaviors prior to entry into their classrooms rather than developing or teaching new and appropriate responses upon entry by students

into their classrooms (Downing et al, 1990). This may be due, in part, to the fact that teachers are more stringently evaluated by their superiors on the academic performance of their students as opposed to their social behaviors, and, also, because teachers have generally not been trained in methods to effectively teach pro-social responses (Walker & Rankin, 1983).

Based on the limited direction provided in the existing literature on how to facilitate the successful inclusion of students with severe behavior disorders into general education settings, it seems apparent that future study is warranted. These future efforts should be directed more intensely at understanding the ecological demands of classroom settings and the behavioral expectations of teachers, if we are to better our understanding on how to successfully include students with severe behavior disorders into general education settings. A recent study by Grosenick, George, George, and Lewis (1991) indicated that classroom programming for students with severe behavior disorders emphasized behavioral and social skills as priority areas followed by academic skills. The question then which must be asked is if these skills were referenced specifically to environments of future functioning (i.e., general education settings) or if they were selected arbitrarily. More effort is required to assist educators in : (a) systematically identifying future environmental demands; (b) the design of interventions which will foster not only acquisition of adaptive behaviors among students with severe behavior disorders in self-contained or segregated settings, as has been the traditional practice, but also the generalization of such skills in general education settings. The purpose of this study was to ascertain the behavioral expectations of teachers (special education and general education) across settings, age levels, and performance levels, and to determine whether there was significant difference among the groups in the types of social behaviors each group felt were most/least important to success in the classroom. This study is viewed as a beginning effort to assist in determining how such differences potentially impact on the inclusion of students with severe behavior disorders into general education settings.

METHOD

SUBJECTS. The subjects who participated in this study were 120 randomly-selected, state-certified, general education and special education teachers from southern Illinois. The special education teachers were certified in the area of Behavior Disorders and were teaching students at the following settings: junior high and high school self-contained classrooms (located in community-based public schools); junior high and high school residential school classrooms (public school programs on the grounds of state mental health facilities were the students also resided). The general education teachers taught junior high and high school students, some of whom were identified with mild disabilities (e.g., learning disabled). The demographic characteristics of participants are illustrated in Table 1.

INSTRUMENTATION AND PILOT PROCESS. The instrument utilized in the study was developed specifically to measure teacher's behavioral expectations of students. The SSRL (Social Skill Ranking List) was developed in the following manner and was comprised entirely of teacher-generated items. This approach was utilized in an effort to accurately reflect what teachers felt were essential classroom social skill behaviors needed for success in their respective classroom settings.

A group of thirty certified teachers (21 special education certified in the area of Behavior Disorders, and 9 general teachers), who were enrolled in summer session courses at a large midwestern university, volunteered to serve as the pilot sample. The pilot survey solicited demographic data such as grade level taught, type of school and classroom setting, highest educational degree earned, and gender. The demographic data were used to measure the degree of homogeneity among respondents.

The second portion of the pilot survey requested the teachers to list the social skill behaviors they considered essential for successful classroom functioning in their respective classrooms. The categories into which the social skill behaviors were divided included: Environment-Related (i.e., the student's behavior in relation to the physical environment, and care of the classroom and classroom materials); Interpersonal-Related (the student's social interaction with peers/teachers in the classroom); Self-Related (the student's physical self-care skills and behavioral self-management skills); and Task-Related (any behaviors directly related to the completion of academic and/or non-academic tasks assigned by the teacher). The four major conceptual categories used to prompt responses from teachers were those identified by Stephens (1978) and were expanded upon because it was felt that they reflected the major social skill areas most frequently described in the literature. The teacher responses generated a list of 214 behaviors.

The 214 behaviors were typewritten as they were written by the teachers on their response forms, and were then given to a review panel for independent examination. The panel was comprised of the investigator, and one masters level and one doctoral level graduate student majoring in Special Education. Prior to the independent examination, the investigator instructed both panel members to read through the behavioral definitions for each of the four categories and then to classify each of the 214 behaviors into their respective categories. As an example, if the rater felt the behavior warranted classification in the category on Interpersonal-Related social skill behaviors, an ""I" was placed next to the behavior listed. This process was continued until all behaviors were independently classified by each of the raters. Following the reliability assessments, the panel convened and discussed any disagreements occurring among raters until an inter-rater agreement of 88% or better was obtained.

Based on the reliability assessments and subsequent discussions among panel members, the behaviors were placed in their appropriate categories. The list of behaviors was then typewritten, sequentially numbered for each category, and examined independently by the panel members. The frequency that each behavior was repeated was noted, in an effort to collapse the list of 214 behaviors into a more succinct list. The raters read each behavior on the list beginning with the first behavior. The raters then read through the remaining behaviors in that particular category in an attempt to identify the same behavior occurring on the list. The rules for scoring were as follows: If the raters discovered that the remaining behaviors were (a) stated in an identical manner, or (b) generally stated the same way based on key descriptors found in both statements, then the compatible statements were numbered with the number of the original behavior statement from which the comparison was made. Inter-rater reliability measures were taken to measure the level of concurrence between raters. Using a modified Delphi procedure, the compatible behavior statement were then collapsed, rewritten, and placed in their respective categories (i.e., Environment-Related, Interpersonal-Related, Self-Related, Task Related). The 34-item SSRL (Social Skills Ranking List) resulted from the analysis of responses, as illustrated in Table 2.

TABLE 1.
DEMOGRAPHIC OVERVIEW OF TEACHER RESPONDENTS

Group	N	Gender	Years of Experience
T 1 General Education	26	6-Male 20-Female	Mean = 12.9 SD = 8.2
T 2 Special Education Junior High Self-Contained	18	1-Male 17-Female	Mean = 8.5 SD = 5.4
T 3 Special Education Junior High Residential	14	7-Male 7-Female	Mean = 6.9 SD = 4.7
T 4 General Education High School	26	11-Male 15-Female	Mean = 15.6 SD = 7.1
T 5 Special Education High School Self-Contained	20	7-Male 13-Female	Mean = 9.9 SD = 5.9
T 6 Special Education High School Residential	16	8-Male 8-Female	Mean = 7.4 SD = 5.2
	120	40-Male 80-Female	*Mean = 10.89

(*) Weighted Mean

TABLE 2.
SOCIAL SKILL RANKING LIST (SSRL)

A. ENVIRONMENT-RELATED SOCIAL BEHAVIORS (RERSB)

_____Student deposits trash in waste can and not on floor.

_____Student does not use books or classroom furniture as objects of aggression.

_____Student returns classroom materials to assigned areas.

_____Student does not physically destroy or abuse school or classroom property and/or materials.

B. INTERPERSONAL-RELATED SOCIAL BEHAVIORS (RIRSB)

_____Student makes positive statements about others.

_____Student makes eye contact with others during conversations.

_____Student seeks permission or assistance from teacher by raising hand.

_____Student interacts with peers in a positive manner (e.g., sharing,cooperating) during leisure time and small group activities.

_____Student does not destroy classmates' property (e.g., books, pencils, paper).

_____Student verbally greets teacher and classmates.

_____Student responds positively (verbally/physically) to other's greetings.

_____Student states his/her opinion in a non-threatening manner.

_____Student waits for others to finish talking before interrupting.

_____Student refrains from verbal and physical aggression with teachers and classmates.

C. SELF-RELATED SOCIAL BEHAVIORS (RSRSB)

_____Student does not physically hit, bite, scratch, or injure him/herself in any manner.

_____Student displays appropriate dining skills (e.g., uses napkin, eating utensils) during meals.

_____Student does not make disruptive noises during instructional time.

_____Student is able to dress appropriately with shirts and pants being buttoned correctly and shoes being tied or buckled and worn on the correct feet.

_____Student arrives at school with clean hair, face, and hands, and with hair combed, teeth brushed, and wearing clothes.

Student does not write on him/herself.

Student cares for personal belongings (i.e., pencils, books, paper).

Table 2. continued...

_____Student makes positive comments about him/herself.

_____ Student waits patiently for turn during classroom activities.

_____Student walks in and around classroom quietly without disrupting others.

D. TASK-RELATED SOCIAL BEHAVIORS (RTRSB)

_____Student abides by classroom rules.

_____Student complies with teacher requests.

_____Student uses writing materials (e.g., pens, pencils) in an appropriate manner.

_____Student remains in seat and on-task during instructional time.

_____Student gets out necessary materials for instruction.

_____Student sits quietly at seat and waits for teacher to call upon him/her.

_ __Student completes in entirety homework and in-class assignments and returns them to the teacher.

____ _Student remains in assigned area after teacher identifies it.

_____Student uses available time effectively to complete in-class assignments.

_____Student independently attempts to follow the teacher's oral and/or written instructions.

RELIABILITY PROCEDURES. Inter-rater reliability was the method used to measure the percent of agreement between the investigator and panel members. Inter-rater reliability was calculated by agreements being divided by agreements plus disagreements and multiplied by 100. In this study, an agreement was scored when two raters placed the same category code next to the same behavior listed on the social behavior list.

Inter-rater reliability was also computed between the investigator and both panel members in categorizing the responses obtained from teachers in the pilot survey. The percentage of inter-rater agreement between the principal investigator and panel member A (the doctoral level student), across all 214 behaviors, was 89%. The percentage of agreement between the investigator and panel member B (the masters level student) was 92%. The percentage of inter-rater agreement between panel members A and B, across all 214 behaviors, was 92%.

The percentage of agreement between the investigator and panel member A on the frequency tabulation ranged from 88% to 98% across the four individual categories, with average percentage of inter-rater agreement across the four categories being 93%.

PROCEDURE. The SSRL was randomly administered by the investigator and an assistant to 53 general education teachers (27 junior high and 26 high school) attending a regional teachers' conference in southern Illinois. This method was selected because of the high concentration of general education teachers attending the conference (an estimated 3000). Teachers were randomly selected in the registration hall of the conference and asked if they desired to volunteer to participate in the research project. The teachers who agreed to participate were instructed that the purpose of the study was to determine the social skills needed by students with severe behavior disorders for success in general education settings. They were then instructed to rank order the list of skills contained on the SSRL from most to least important that they considered essential for functioning successfully in their respective classrooms.

The special education teachers who participated in the study were randomly selected by identifying programs serving students with severe behavior disorders in southern Illinois. Once the programs were identified, the teachers were contacted by the principal investigator by telephone and asked if they wished to participate in the study. If teachers agreed to participate, a coded packet containing a cover letter, Human Subjects Release forms, and the SSRL instrument were mailed to each teacher selected. The teachers were instructed to complete the SSRL by rank ordering the skills from most-to least important that they considered essential for functioning successfully in their respective classrooms, as was done previously with the general education teachers. The respondents were requested to return the completed SSRL in ten working days via a self addressed stamped envelope which was provided to them in their packet. If the completed SSRL was not returned in the designated time, a follow up letter was mailed. The rate of return for completed instruments was 78%. Once the instruments were completed and returned, the investigator coded and entered the data into a database for further evaluation.

RESULTS

An exploratory analysis of the data was conducted to detect differences among the groups sampled. A discriminant analysis was conducted which utilized the Wilk's Lambda procedure to determine if significant group differences existed.

BEHAVIORS FOUND SIGNIFICANT. Significant differences were noted across groups on the following behaviors: (a) student does not use books or classroom furniture as objects of aggression, (b) student states his/her opinion in a non-threatening manner, (c) student waits for others to finish talking before interrupting, (d) student refrains from verbal and physical aggression with teachers and classmates, (e) student does not physically hit, bite, scratch, or injure him/herself in any manner, (f) student is able to dress appropriately, (g) student waits patiently for turn during classroom activities, (h) student gets out necessary materials for instruction, and (i) student completes in entirety homework and in-class assignments. The results of the Wilk's Lambda are reported in Table 3. The descriptive statistics obtained from the discriminant analysis are illustrated in Table 4.

A Kruskall-Wallis Analysis of Variance (K-W ANOVA) was conducted to determine if significant statistical differences existed between the six teacher groups on the previously-noted behaviors. The K-W ANOVA was selected because it is a non-parametric test, designed to measure differences between groups based on ordinal data (Hill & Kerber, 1967).

SIGNIFICANT GROUP DIFFERENCES. There was statistical significance between groups occurring on the following behaviors: (a) student does not use books or classroom furniture as objects of aggression, (b) student states his/her opinion in a non-threatening manner, (c) student waits for others to finish talking before interrupting, (d) student refrains from verbal and physical aggression with teachers and classmates, (e) student does not physically hit, bite, scratch, or injure him/herself in any manner, (f) student is able to dress appropriately, (g) student waits patiently for turn during classroom activities, (h) student gets out necessary materials for instruction, and (i) student completes in entirety homework and in class assignments.

GROUP SIMILARITIES/DIFFERENCES. There was a consistent pattern which emerged among specific groups of teachers across skill rankings. This pattern involved teacher groups 2 (special education, junior high, self contained), 3 (special education, junior high, residential), and 6 (special education, high school, residential), who ranked the following behaviors more important or critical to success in the classroom: (a) student does not use books or classroom furniture as objects of aggression, (b) student states his/her opinion in a non-threatening manner, (c) student refrains from verbal and physical aggression with teachers and classmates, (d) student does not self injure, and (e) student gets out necessary materials for instruction. Teacher groups 1 (general education, junior high), 4 (general education, high school), and 5 (special education, high school, self-contained) ranked each of those items as being less important to success in their respective classrooms.

Conversely, teacher groups 1, 4, and 5 ranked the following items most important to success in their respective classrooms than did teacher groups 2, 3, and 6: student waits for others to finish talking before interrupting, and student completes homework and in class assignments.

There were also two instances in which this pattern did not emerge. student is able to self dress, and student waits patiently for his/her turn during activities. Teacher groups 1, 2, 4, and 6 ranked this skill as less important to success in their respective classrooms, whereas teacher groups 3 and 5 ranked this skill as more important for successful classroom performance. Finally, the other item in which the consistent pattern did not emerge was: student waits patiently for turn during activities. On this item,

TABLE 3.
WILK'S LAMBDA (U STATISTIC) AND UNIVARIATE F-RATIO

Behavior	Wilk's Lambda	F	Significance
RERSB 1	0.96	0.87	0.5031
RERSB 2	0.88	3.04	0.0130 **
RERSB 3	0.97	0.60	0.6976
RERSB 4	0.96	0.91	0.4751
RIRSB 1	0.94	1.25	0.2886
RIRSB 2	0.96	0.74	0.5883
RIRSB 3	0.96	0.88	0.4904
RIRSB 4	0.96	0.94	0.4531
RIRSB 5	0.95	0.96	0.4411
RIRSB 6	0.93	1.52	0.1880
RIRSB 7	0.92	1.85	0.1073
RIRSB 8	0.87	3.23	0.0090 ***
RIRSB 9	0.84	4.04	0.0020 **
RIRSB 10	0.83	4.63	0.0007 ***
RSRSB 1	0.85	3.81	0.0031 **
RSRSB 2	0.97	0.57	0.7205
RSRSB 3	0.94	1.26	0.2839
RSRSB 4	0.89	2.65	0.0262 *
RSRSB 5	0.91	2.19	0.0591
RSRSB 6	0.99	0.23	0.9486
RSRSB 7	0.91	2.03	0.0796
RSRSB 8	0.95	1.03	0.3999
RSRSB 9	0.84	4.08	0.0019 **
RSRSB 10	0.92	1.87	0.1042
RTRSB 1	0.96	0.87	0.5006
RTRSB 2	0.90	2.46	0.0372
RTRSB 3	0.97	0.58	0.7144
RTRSB 4	0.94	1.33	0.2562
RTRSB 5	0.87	3.15	0.0106 **
RTRSB 6	0.97	0.50	0.7750
RTRSB 7	0.88	2.89	0.0169 *
RTRSB 8	0.95	1.04	0.3924
RTRSB 9	0.97	0.58	0.7095
RTRSB 10	0.95	1.08	0.3718

(*) $p < .05$
(**) $p < .01$
(***) $p < .001$

NOTE: Due to space considerations, the authors have used codes to signify behaviors. The reader is asked to refer to Table 2 for a complete description of each behavior.

TABLE 4.
DESCRIPTIVE STATISTICS FOR THE SIGNIFICANT ITEMS
OBTAINED FROM THE DISCRIMINANT ANALYSIS

Item	Group	Mean	Standard Deviation	Item	Group	Mean	Standard Deviation
RERSB 2	1	1.96	0.52	RSRSB 4	1	6.50	2.56
	2	1.55	0.70		2	6.61	2.80
	3	1.57	0.64		3	4.14	1.46
	4	2.23	0.76		4	6.65	2.78
	5	1.80	0.61		5	5.05	2.70
	6	1.68	0.87		6	6.12	2.84
RIRSB 8	1	4.73	1.82	RSRSB 9	1	5.23	2.21
	2	3.77	1.83		2	5.00	2.22
	3	3.35	1.39		3	7.78	0.97
	4	5.00	2.28		4	5.42	2.43
	5	4.55	2.52		5	5.95	2.23
	6	2.87	1.99		6	6.68	1.81
RIRSB 9	1	5.92	2.51	RTRSB 5	1	5.92	2.39
	2	7.33	2.02		2	6.55	2.20
	3	8.14	1.65		3	7.85	1.56
	4	5.38	2.56		4	5.84	2.23
	5	6.05	2.30		5	6.25	2.12
	6	7.25	1.98		6	7.81	2.13
RIRSB 10	1	3.07	2.95	RTRSB 7	1	5.07	2.86
	2	1.05	0.23		2	6.72	2.39
	3	1.00	0.00		3	7.28	2.16
	4	1.84	1.75		4	6.11	2.50
	5	1.80	1.57		5	6.50	2.92
	6	1.06	0.25		6	7.87	2.12
RSRSB 1	1	3.00	2.74				
	2	1.55	1.04				
	3	1.07	0.26				
	4	3.38	3.12				
	5	3.00	2.71				
	6	1.25	0.77				

Key. The reader should note that, due to space limitations, codes have been used to identify the various behaviors. They are listed below in their abbreviated form. The reader is encouraged to view Table 2 for further reference.

RERSB 2	Object Aggression
RIRSB 8	Student States Opinion In Non Threatening Manner
RIRSB 9	Student Does Not Interrupt
RIRSB 10	Student Refrains From Physical/Verbal Aggression
RSRSB 1	Student Does Not Self Injure
RSRSB 4	Student Is Able To Self-Dress
RSRSB 9	Student Waits Patiently For Turn
RTRSB 5	Student Gets Out Necessary Materials For Instruction
RTRSB 7	Student Completes Homework And In Class Assignments

groups 1, 2, and 4 ranked this skill as being more important for successful classroom functioning than did groups 3, 5, and 6.

The mean ranks by group, chi square, and levels of significant difference obtained from the K-W ANOVA are reported in Tables 5A and 5B.

CONCLUSIONS/IMPLICATIONS

This study was designed to determine the behavioral expectations of teachers (general and special); whether significant differences existed between teacher groups; and how such differences might possibly impact on attempts at inclusion of students with severe behavior disorders in general education settings.

GROUP SIMILARITIES/DIFFERENCES. As previously noted, there were significant differences between groups on 9 of the 34 items surveyed. Based on the results of this study, the general education junior high and high school teachers (groups 1 and 4, respectively), as well as the special education self-contained high school teachers (group 5), ranked such skills as waiting for others to finish talking before interrupting, and student completes homework and in-class assignments, more important to classroom success than did teacher groups 2 (special education, self-contained, junior high), 3 (special education, junior high, residential), and 6 (special ducation, high school, residential).

Contrasting this were the skills ranked more important to classroom success by teacher groups 2 (special education, self-contained, junior high), 3 (special education, junior high, residential), and 6 (special education, high school, residential). These skills involved behaviors that one would traditionally associate with students with severe behavior disorders: student does not use furniture as objects of aggression; student refrains from physical and verbal aggression; student does not self-injure; and student gets out necessary materials for instruction. Teacher groups 1, 4, and 5 did not rank these skills as being most important to classroom success. Such a finding is not surprising when one considers that students demonstrating such behavior have not typically received their educational and related services in general education settings. Thus, general education teachers, and to some degree perhaps special education teachers working in less restrictive settings, have not witnessed such behaviors in students as have special education teachers working in residential settings. The rankings from the general education teachers may imply that they value compliant behavior, task-directed behavior, and, in general, social behaviors directed toward the teacher. One could assume from the skills valued by the general education teachers (junior high and high school) that teachers from these groups may believe that students should not be placed into their classrooms if they do not already possess such adaptive social behaviors. The results obtained from the special education residential teachers (junior high and high school) and special education self-contained junior high teachers may indicate that the teachers surveyed from these groups witness aggressive and non-compliant behavior on a more frequent basis. Perhaps they view such behaviors as being "barriers" to students being placed into less restrictive educational settings, thereby explaining why these teachers ranked these skills as being more important to successful classroom performance.

Another interesting trend was the consistency in which teacher group 2 (special education, junior high, self-contained) coincided, in terms of their rankings, with teacher groups 3 (special education, junior high, residential) and 6 (special education, high school, residential). One potential explanation for this could be that students with severe behavior disorders are often first identified at these ages as their social/behavioral problems become persistent and chronic. Middle-school- and junior-high-aged students with severe behavior disorders have been referred to as underserved, understudied, and generally a group in severe need (Elias et al., 1985).

The findings from this study indicate that there are general differences among teachers (general education and special education) in the social skill behaviors they deem most/least important for classroom success. Although the data from this study are limited by such factors as the sample size and, to some degree, the instrumentation (i.e., the use of ordinal data), the study generated both positive outcomes and questions for future inquiry. These positive outcomes include the use of both general and special education teachers in the generation of items contained in the SSRL instrument and the determination of significant differences among the groups.

The results of this study also appear to indicate that teachers surveyed were more concerned in general with social skills directed toward the teacher in terms of compliance, rather than student-directed interactions. This outcome seems to warrant further investigation. If one asks how to facilitate successful classroom performance and subsequent inclusion of students with severe behavior disorders, the use of peers is of great importance and appears to serve as a partial answer. It has been demonstrated that peers can serve as appropriate models, natural reinforcers, and discriminative stimuli when attempting to promote behavior change in students (Peck, Apolloni, and Cooke, 1981).

Another prevailing question unanswered directly by this investigation, but hinted at, is the feasibility of educating students with severe behavior disorders in general education settings. This remains a question when one considers the present-day realities in our public schools. Logistical problems, such as budget cutbacks, increased classroom sizes, lack of teacher supports, and adequate pre- and in-service training to teachers, administrators and related service personnel, serve as stark contrasts to the philosophical arguments which have been presently dominated the literature. One would not argue that attempting to provide education for all children in general education setting is inherently the "right thing to do"; however, it has yet to be demonstrated empirically how best to facilitate such an ideal for students with severe behavior disorders , nor has it been operationally defined amidst the present-day problems which public schools face. More empirical studies are warranted which would examine these questions under natural conditions to determine methods for successful implementation and outcomes in the area of inclusion for students with severe behavior disorders.

Finally, this study can be viewed as a contribution to the existing literature, primarily that conducted by Kerr & Zigmond (1986), Walker & Rankin (1980, 1983), and Meadows, Neel, Parker, and Timo (1991). It appears from this study and existing studies that differences among general and special educators exist on various social skills deemed important or critical to classroom success. Future efforts should be focused on identifying from these studies an operationally-valid list of critical social skills across educational environments (Meadows et al., 1991). It is essential that our efforts at inclusion for students with severe behavior disorders take into account teacher expectations and environmental requisite skills to entry of the student in such settings. This level of care, coupled with supports to both the student and teacher(s), combined with collaboration and administrative support, could facilitate successful inclusion of students with severe behavior disorders.

TABLE 5A.
KRUSKAL-WALLIS ONE-WAY ANOVA:
MEAN RANKS BY GROUP FOR THE SIGNIFICANT ITEMS

ITEM	GROUP	MEAN RANK
RERSB 2*	1	67.63
Object Aggression	2	46.78
	3	48.07
	4	76.35
	5	59.50
	6	50.72
RIRSB 8***	1	73.13
Student States Opinion In	2	53.94
Non-threatening Manner	3	47.61
	4	74.27
	5	64.05
	6	31.81
RIRSB 9**	1	52.79
Student Does Not Interrupt	2	72.86
	3	84.93
	4	45.56
	5	53.17
	6	71.19
RIRSB 10***	1	78.29
Student Refrains From Physical	2	47.36
And Verbal Aggression	3	44.50
	4	65.02
	5	64.75
	6	47.62
RSRSB 1**	1	72.69
Student Does Not Self-Injure	2	53.14
	3	39.64
	4	70.87
	5	66.30
	6	43.13
RSRSB 4*	1	66.88
Student Is Able To Self-Dress	2	69.67
	3	38.00
	4	68.15
	5	47.95
	6	62.75

RSRSB 9**	1	51.27
Student Waits Patiently For	2	46.97
Turn During Activities	3	90.39
	4	53.88
	5	61.57
	6	73.97
RTRSB 5**	1	52.15
Student Gets Out Necessary	2	60.03
Materials For Instruction	3	80.79
	4	49.62
	5	54.75
	6	81.72
RTRSB 7*	1	43.90
Student Completes Homework	2	63.92
And In-Class Assignments	3	70.75
	4	55.92
	5	62.55
	6	79.53

(*) $p < .05$
(**) $p < .01$
(***) $p < .001$

The teacher groups are as follows:

Group 1	General Education Junior High School Teachers
Group 2	Special Education Junior High Self-Contained Teachers
Group 3	Special Education Residential Junior High Teachers
Group 4	General Education High School Teachers
Group 5	Special Education High School Self-Contained Teachers
Group 6	Special Education High School Residential Teachers

OPEN TO VISITORS?

Is your classroom/school/agency open to visitors? Do you have a unique program, a special facility, an effective curriculum, an innovative strategy, or a model school that could be showcased? If so, please send to the editor the following information to be reviewed for publication for ANYSEED members who wish to visit:

Name of School/Agency
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Telephone Number (include area code) and best time to call
Programs that could be viewed

Please be aware that any such recommendation should have prior approval of your school/agency administrator.

LETTERS TO THE EDITOR

Letters published in *Perceptions* do not necessarily represent the views of the editors or the ANYSEED organization. Receipt of a letter does not assure its publication. Considerations include space limitations and content appropriateness. The editors reserve the right to edit letters. All letters received will become the property of *Perceptions*.

Letters should be sent to:

Lynn VanEseltine Sarda, Editor *Perceptions*
Old Main Building Room 212
State University of New York
New Paltz, New York 12561

TABLE 5B.
KRUSKAL-WALLIS ONE-WAY ANOVA:
CHI SQUARE AND LEVELS OF SIGNIFICANCE FOR SIGNIFICANT ITEMS

Skill	Chi Square	Significance Level
RERSB 2 Object Aggression	15.30	.0093**
RIRSB 8 Student States Opinion In Non-Threatening Manner	21.95	.0005***
RIRSB 9 Student Does Not Interrupt	17.93	.0030**
RIRSB 10 Student Refrains From Physical And Verbal Aggression	25.22	.0001***
RSRSB 1 Student Does Not Self-Injure	20.34	.0011**
RSRSB 4 Student Is Able To Self-Dress	12.17	.0324*
RSRSB 9 Student Waits Patiently For Turn During Activities	18.55	.0023**
RTRSB 5 Student Gets Out Necessary Materials For Instruction	15.61	.0080**
RTRSB 7 Student Completes Homework And In-Class Assignments	12.80	.0253*

(*) $p < .05$
(**) $p < .01$
(***) $p < .001$

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CURRENT ISSUES IN SPECIAL EDUCATION

by Myrna Calabrese

Myrna Calabrese is a Special Education Training and Resource Center (SETRC) trainer with Ulster County Board of Cooperative Educational Services. She has been working in the field of special education for the past seventeen years. Her column, Current Issues in Special Education, appears as a regular part of *Perceptions*.

STUDENTS WITH ATTENTION DEFICIT DISORDER (ADD)

ADD is not a separate disability category in the Individual with Disabilities Education Act (IDEA), and does not necessitate, according to the NYSED, special education for most students with attention deficits. Please note that the term ADD also encompasses children with attention deficit hyperactive disorder (ADHD).

The US Department of Education has issued a clarification of its policy regarding the needs of children with ADD that addresses the following points:

- School districts are responsible for evaluating all children suspected of having a disability, and who may need special education and/or related services. This includes children who have a medical diagnosis of ADD; however, a medical diagnosis *alone* is not sufficient for a child to be eligible for services under IDEA.
- Students with ADD may be eligible for services under IDEA if they meet the criteria of any one of the following categories: "other health impaired"; "seriously emotionally disturbed"; or ' specific learning disability."
- If a child meets the eligibility requirements under IDEA for any one of the above categories, an Individual Education Program (IEP) must be developed, and full continuum of placements, including regular classroom, must be considered and available to the child.
- Students who do not meet the eligibility requirements under IDEA, *may* still be considered handicapped under Section 504 of the Rehabilitation Act of 1973. In Section 504, the definition of a handicapped person is "one who has a physical or mental impairment which substantially limits a major life activity ..." Whether or not a student is covered by Section 504 depends on the severity of the ADD. If a child is found to be handicapped under Section 504, s/he must be provided with an Individual Education Program.

Failure to meet the criteria for eligibility under IDEA or Section 504 should not negate the need for appropriate instructional or managerial strategies in the regular classroom for those children with ADD or ADHD characteristics.

For further information or clarification, you may call:

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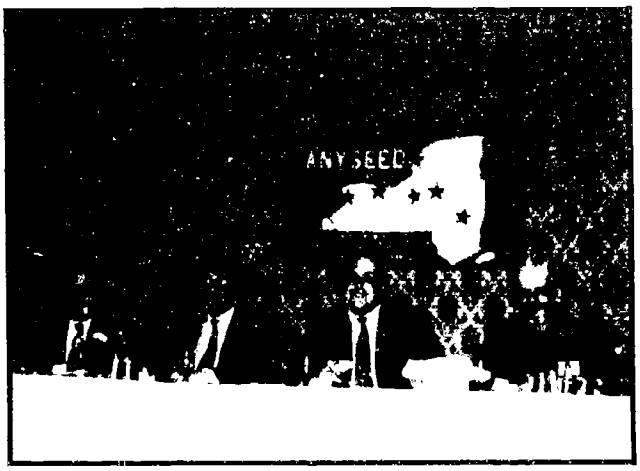

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28th ANYSEED CONFERENCE TAKES SHAPE

Rochester Thruway Marriott

March 11-14, 1993

As the 1992-93 school year draws to a close, the ANYSEED Conference Committee is hard at work planning what is shaping up to be a dynamite 28th Annual Conference.

Keynote speakers aren't confirmed at this date, but I can tell you that real excitement is building around the Conference theme and approach. The Executive Board decided at the annual meeting that the 1993 Conference should focus on cooperation and collaboration. To that end, we have developed the theme, "COLLABORATIVE EFFORTS: EDUCATIONAL EXCELLENCE THROUGH SHARED EXPERIENCE."

All of us have seen marked financial cutbacks within educational systems during the past couple of years. These restrictions have affected all organizations by curtailing their ability to organize and sponsor programs to diminished audiences. Downsizing means fewer dollars to pay keynote speakers, print publications (such as *Perceptions*), and to conduct quality conferences. Conference attendance through school districts, BOCES, and agency underwriting has fallen sharply.

Despite the above, ANYSEED has chosen to continue our primary mission of providing training to individuals working with emotionally disabled children and youth. To make it possible to spread the costs of providing quality conferences and programs, ANYSEED will provide leadership in forging a truly cooperative, collaborative conference offering. One organization, the New York State Association of Vocational Education Special Needs Personnel, has already expressed interest, and it is hoped that they will soon be joined by others. It is envisioned that workshops from each conference partner will give us a broad topic appeal. Stay tuned for more news on this topic and for keynote speaker announcements.

Should you have questions concerning the above, or ideas for Conference programming, feel free to contact me directly (716-889-3524).

EVERETT F. KELLEY
Conference Chairperson

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To assist ANYSEED in responding to the concerns and needs of educators, would you please review and complete the questionnaire below and return it to:

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Responses will be shared with ANYSEED officers, Board members, and Perceptions staff in order to help our organization design proactive and relevant activities. Thank you.

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CALLING FOR STORIES

In a future issue of *Perceptions*, the editors would like to focus on STORIES. The intensity and value that a person's stories may have is evidenced in Robert Coles' book, *The Call Of Stories*. We hope to compile a collection of stories - from professionals, from parents, from students, from children - that capture important experiences in people's growth. If you have a story - how you entered the profession; or a meaningful, sustaining experience in your worklife; or how you have learned to deal with the stress, demands, and joys of being with individuals with emotional disturbances - please submit it to us for consideration. If you have student's writings with which you are both pleased, or student's artwork, please obtain a release and send them to us for review. If you are publishing collections of writings in your school or agency, perhaps you would submit an article describing that process. Submission results in careful consideration of the document, but not necessarily in publication. Join with us in celebrating STORIES.

Please send submissions to: Lynn Sarda, Editor Perceptions, Old Main Building 212, State University College at New Paltz, New Paltz, New York 12561. Thank you.

NOTICE–NOTICE–NOTICE

The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

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Volume 27, Number 2 Spring/Summer 1992

A Publication of the Association of New York State Educators of the Emotionally Disturbed

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Perceptions

Volume 27, Number 3 FALL 1992

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

3 of 4

SHARING EXPERIENCE

ANYSEED'S 28th ANNUAL CONFERENCE
COLLABORATIVE EFFORTS:
EDUCATIONAL EXCELLENCE THROUGH SHARED EXPERIENCE

Statement of Purpose

Perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

Perceptions is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

Guidelines for Submission of Articles

Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8-1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

title of article
name of author(s), affiliation
address(es) of author(s)
telephone number(s) of author(s)

Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances. Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article.

Manuscripts should be sent to:

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LETTER FROM THE PRESIDENT

The 27th Annual Conference was held on Long Island this year, and was widely acclaimed by the participants. The theme of the 27th Conference was "More With Less: Educational Excellence with Diminishing Resources." What made this conference a success was the combined efforts of an excellent conference committee, and also the contributions of two other professional organizations: NAVESNIP and SEALTA. The intense effort in putting together the 28th Annual Conference has been underway for months now. The theme of the 28th Annual Conference will be "Collaborative Efforts: Educational Excellence through Shared Experience."

As you can see, due to the fiscal restraints that are currently prevalent in New York State, ANYSEED continues to address the needs of our members in these difficult times. We are privileged to have several other professional organizations, both educatonal and administrative, join us in a collaborative effort for the 28th Annual Conference.

Networking, peer support, professional enhancement, socialization, collaboration, are all reasons that ANYSEED exists. Our strength is in our members and all that we are able to give to each other. I look forward to an exciting and productive year. The executive board and I invite you to join in working together in a variety of activities that would be of benefit to us all.

Bob Aiken
President

FROM THE EDITOR

A trademark of the 1992-1993 school year is collaboration, and the 28th Annual ANYSEED Conference has as its theme "Collaborative Efforts: Educational Excellence through Shared Experience." Though stringent economic times may promote increased pooling of financial resources to meet professional needs, collaboration may also be on the rise as there is a growing recognition that sharing insights, talents, and efforts can lead to exciting possibilities that might not otherwise exist. In this issue of *Perceptions*, readers will share the experiences and knowledge of New York State Education Department personnel, higher education staff, a school psychologist, a retired educator and past ANYSEED president, and a teacher-in-training.

Helen Hartle, head of the NYS Staff Development Bureau, shares information about New York State Teacher Resource and Computer Training Centers, a network of 115 inservice providers with a remarkable history of successful collaborations. Inservice training needs were identified in *Perceptions*, Vol. 25, #1 by Wendy Baker; in *Perceptions*, Vol. 26, #4, Lorraine Taylor addressed identified competencies for educators and ED/BD adolescents. The Readers' Survey results showed a high level of interest in the role of the special educator in education reform. By keeping abreast of inservice needs and programs that allow educators to share their expertise, stakeholders have an opportunity to participate in the reform that enhances education.

Edith Marks, a retired New York City teacher and past president of ANYSEED, shares a story. This short piece of fiction captures the experience of one teacher trying to understand very special youngsters. Responding to our Call For Stories, Ms. Marks graciously shares her talents with "If You're Happy and You Know It, Clap Your Hands."

Thomas Reilly and Gordon Wrobel have collaborated on a piece entitled, "Safe Stress: A Proactive Response to Conflict and Crisis in the Classroom." Working together, these authors have raised some important questions about how we might begin to deal with stress in an empowered manner. They share a most useful list of resources for readers to pursue for additional information on the topic.

Also in this issue, you will find Conference Information. Among the scheduled speakers is Arnold Goldstein, who appeared in *Perceptions*, Vol. 24, #1, with an article on Prosocial Skills. Nicholas Long authored "Re-Educating Highly Resistant Emotionally Disturbed Students" in Vol. 25, #3 of *Perceptions*; he is to present at the 28th Annual ANYSEED Conference as well. It is wonderful to find the continued sharing of experience among and between superb practitioners in the field of special education. The ANYSEED Conference looks to be dynamic and exciting.

This edition of the journal offers an Index of *Perceptions* issues from Volume 24, Number 1 through Volume 27, Number 2. Such an index allows the reader to look back easily to identify recent articles of interest. Results of the Readers' Survey are presented in this issue. A new feature, VIEWPOINTS, appears for the first time in *Perceptions*. VIEWPOINTS is a forum for many points of view about the experiences involved around the special education field and the lives of individuals with special needs.

We hope you enjoy this issue of *Perceptions*.

Lynn VanEseltine Sarda
Editor

SAFE STRESS: A PROACTIVE RESPONSE TO CONFLICT AND CRISIS IN THE CLASSROOM

by

Thomas F. Reilly and Gordon D. Wrobel

Thomas F. Reilly is a member of the special education faculty at Chicago State University. Gordon D. Wrobel is a school psychologist in the Minneapolis public schools; he has been working with EBD individuals for the past ten years.

There are literally hundreds of definitions for "stress" found in the research and professional literature (Matteson & Ivancevich, 1987). For the purposes of this paper, stress will be defined as the body's reaction to any demand made upon it (Selye, 1976). Stress-related problems are seen to be caused by a degree of imbalance between the demands of the environment and the person's coping skills (Hopps, 1979; Milstein, Golaszaski & Duquette, 1984). Stress can have a negative impact on the productivity and attitudes of human beings (Gallagher, Vogel & Bowers, 1987), and is viewed as an occupational hazard in the area of special education (Cherniss, 1980).

Stress is a given for anyone who is living (Bedford, 1980; Stroebel, 1982; Whittlesey, 1986). With the proliferation of both professional and popular literature addressing the adverse effects of stress upon performance and health, one could easily come to the conclusion that stress should be avoided whenever possible. The present authors prefer to identify stress as an omnipresent factor having the potential to be positive as well as negative (Schafer, 1987). The term "safe stress" attempts to communicate the idea that stress can be managed. Hence, the harmful effects of stress can be avoided, or at least diminished, while still acknowledging that adults and children often seek out stress in their lives. Stress-seeking may be evident in many behaviors such as engaging in physical or intellectual challenges, sports and recreation, or emotional risk-taking. Stress can be that which makes life stimulating and exhilarating, so long as it is managed properly.

Emotional conflict may be defined as occurring when a person's ability to maintain control (emotional equilibrium) is exceeded by environmental demands. The problem may be perceived as a dysfunctional interface between the person and the environment, rather than "the person" or "the environment" alone (Wagner, in Rhodes & Tracy, 1974). While Baldwin (1978) identified six major types of emotional crisis and defined each differently, Miksic (in Kerr, Nelson & Lambert, 1987) responded to the difficulty of dealing with emotional crisis by stating that "a student's loss of control can best be handled by remaining calm, non-confrontational, and placing a higher priority on the safety of other students and yourself than on taking disciplinary actions or demonstrating who is in control" (p. 250).

Conflict itself is not good or bad. According to Gordon (1974), conflict is inevitable and frequently valuable to humans. We need to learn to manage rather than encourage conflict, i.e. deal with conflict constructively. Stress caused by conflict must be evaluated in terms of its frequency, intensity, and duration. The ability to recognize and resolve conflict successfully helps humans to shape self-concept, especially within the school experience (Gesten, Weissberg, Amish & Smith, in Maher & Zins (Eds.), 1987).

A proactive approach to educating students with emotional/behavioral dysfunction (EBD) may be equated with establishing effective stress management skills for the professional and the student. The implementation of a proactive intervention program for dysfunctional children and youth involves at least three components: (1) awareness of stress and stressors (that which causes stress), (2) interventions related to the management of stress, and (3) skills generalization strategies.

The first component is understanding stressors as the stimuli for the stress response, and recognition of indicators of the actual stress response for the individual as well as for others. Secondly, professionals, in addition to identifying stress in themselves and others, need to teach "safe stress" skills to students. The educator's curriculum priorities must include time for teaching stress management skills; however, before we expect educators to teach stress management, we need them to be introspective enough to recognize and deal with their own stress in an appropriate manner. Finally, in the natural setting, teachers should be alert for opportunities to reinforce the students for demonstrating their stress management skills. Teachers should model safe stress and expect colleagues and students to contribute to the effective management of stress in the school community.

The educator of children with emotional and behavioral disorders can benefit from having an understanding of stress: its causes, its process, and its function. An understanding of stress and the various methods which can be learned to effectively manage stress, when taught to students, can greatly enhance the classroom environment. This proactive intervention, like many others, must compete for the scarce time available in the educator's curriculum.

An ongoing problem is that schools are often more reactive than proactive in providing services to children and youth with behavior problems. Since few schools have a consistent, positive delivery of proactive intervention services, there is relatively little data available on the "best practices" for the use of proactive approaches with students experiencing emotional or behavioral problems (Kauffman, 1990). Effective curricula are available for teaching stress management (Stroebel, 1982; Fagen, Long & Stevens, 1976; Goldstein, Sprafkin, Gershaw & Klein, 1980), but it is often incumbent upon the individual educator to research, adapt, and implement any such material.

Two important questions for educators to ask are :(1) what is stress, and (2) how does stress impact one's performance (Rubenzer, 1988). Schools can function as stress-reducing communities when they provide information and skills to solve "life" problems and when they create an environment that

allows adults to feel they are helping students (Sylvester, 1983). While educators cannot control the personal lives of their students, they can create a stress-controlled ("safe stress") environment in their classrooms by providing an ongoing effort to create routine, structure, and organization in the school day (Chandler, 1987).

In addition, the educator can teach, as part of the regular curriculum, material emphasizing the importance of stress awareness and stress management in everyone's life. Stress management teaches directly to the presenting problem for many students identified with emotional or behavioral disorders. The effects upon classroom climate should be obvious. Stress management and social skills curricula function in similar ways (Goldstein, Sprafkin, Gershaw & Klein, 1980). These are the skills which allow the person to be more effective in understanding relationships, solving problems in social contexts, and developing a sense of self in relation to the world. Perhaps these curricula could be considered as "mental health" curricula. What would be more appropriate for students experiencing emotional or behavioral problems than to work on skills which allow them to be more effective in their interactions with self and others?

Stress is a key factor in job satisfaction and subsequent job retention for the educator of students with emotional and behavioral disorders (Braaten, 1990). A personnel report prepared by the Minnesota Department of Education (1990) found that: (1) a critical shortage of licensed EBD teachers exists, (2) nearly 40% of teachers licensed to serve students with emotional and behavioral disorders had been in the field 3 or fewer years, and (3) despite having 1,355 surplus EBD teachers, 303 positions were filled by teachers on variance or with provisional licenses.

How significant is the effect of stress upon the educator of students with EBD? Although no clear cause-and-effect relationship has been established between stress and interpersonal and professional performance problems for EBD teachers, it is reasonable to assume that stress plays a major part in the success or failure of an EBD teacher. A review of the vast literature concerning stress effects in the general population will substantiate the seriousness of the concern.

For the general population, it is estimated that "more than 66% of all visits to primary-care physicians are for stress-related disorders" (Rosch, in Robinson, 1990, p.12). 95 million Americans experience one or more stress-related symptoms weekly and take medication for relief, and the American business community estimates the losses due to stress-related problems to exceed 150 billion dollars annually (Nathan, Staats & Rosch, 1987).

Numerous medical research studies have found significant physiological effects are directly related to stress. Everly and Benson (1989), in their review of the research literature in the field of psychoneuroimmunology, found that studies warrant the following conclusions:

"1 Stress, bereavement, and depression have been shown to be clinically significant immunosuppressors,

2 Stress suppresses immunity in proportion to the intensity of the stressor,

3 Prolonged stress may be more of an immunosuppressor than is acute, intense stress, and

4 The ability to exert a sense of control over the stressor serves to mitigate immunosuppression." (p. 73)

It is the fourth conclusion which has particular relevance for the educator. By teaching stress management techniques to students, one can directly affect not only the students' mental health, but possibly their physical health as well.

Potential stressors abound, and the reaction to specific stressors is highly individualized (Price, 1984; Robinson, 1990). Once a stressor is introduced, the recipient has the choice of adapting to the stressor, escaping from the stressor, or finding a way to eliminate the stressor (Selye, 1976). Common stressors for educators may include work overload (Cooper & Marshall, 1976; Kyriacou & Sutcliffe, 1997); large class size (Maslach & Pines, 1977; Olsen & Matuskey, 1982), negative student behaviors (Lortie, 1975); lack of perceived success (Freudenberger, 1977; Pines & Kafry, 1978); and lack of administrative support (Lawrenson & McKinnon, 1982, Weiskopf, 1980). When stressors are identified, interventions can be taught to the person(s) feeling stressed (Hourcade, 1988).

The result of an accumulation of perceived stress over long periods of time may be "burnout" (Casteel, 1984). The term "burnout", like stress, is used so frequently, in so many widely-varying contexts, that the meaning of the term lacks specificity. Burnout is frequently referred to as a breakdown or failure to produce (Freudenberger, 1977). The process and result have been reported in the literature frequently (Cherniss, 1980; Maslach, 1978), and is often characterized by apathy, anger, and emotional rigidity. These phenomena can be manifested via emotional distancing, increased absenteeism, and a high attrition rate (Zabel & Zabel, 1982), yet can be significantly controlled by the individual involved (Glugow, 1986).

In order to decrease the negative impact of cumulative stress, professionals need to heighten their awareness of the interrelationships between: stressors, perception of threat resulting in negative stress, adequate and appropriate short- and long-term management skills, and an ongoing process of self-assessment. As an example of the awareness needed, let us look at some typical estimates of the amount of caffeine which can be found in some commonly-available products. Caffeine is found in coffee (approximately 100 mg.), tea (25 mg.), cocoa (15 mg.), certain soft drinks (50 mg.), and chocolate (40 mg.). Caffeine can also be found in varying concentrations in many products the general population may be unaware of, such as over-the-counter and prescription medicines. By ingesting quantities of the various items listed, it is conceivable that caffeine could accumulate to excessive levels in the body over the course of a day. This is problematic in that quantities greater than 350 mg. over the course of a day can lead to physical dependence on caffeine (Everly & Benson, 1989).

Like other stimulants, caffeine ingestion results in a host of physiological changes, and oftentimes obvious behavioral changes as well. Individual tolerance and reaction to caffeine ingestion varies dramatically. If an individual who drinks excessive amounts of coffee typically becomes irritable, impatient, or demanding, it follows that there would be an increased probability that mistakes will be made in his/her interactions with students. For the educator of students with emotional/behavioral disorders, even small decreases in interactive effectiveness can have immediate and dramatic effects upon the behavior of students. Being aware of the effects of caffeine allows the educator to self-monitor his/her behavior to determine the impact of caffeine use.

Because caffeine use is legal, readily available, and socially acceptable, it is relatively easy for an individual to develop a dependence upon caffeine. Physical and behavioral changes caused by caffeine use can be very subtle, and a person could develop a pattern of behavior in which s/he ingests high

quantities of caffeine without recognizing its deleterious effects. The implications for educators working with a dysfunctional population are obvious. Caffeine is only one of many stressors which can have significant impact upon health and job performance. By learning stress awareness strategies, the individual can be more conscious in the use of chemicals, such as caffeine.

Proactive education includes provision for us as human beings to regenerate our psyches (Marrous, 1988). Some individuals have found that clarity and focus may be achieved through recognizing the positive effect of an active lifestyle, learning how to relax, and managing time more effectively (Noel, 1987). In any case, coping adequately and avoiding burnout may be achieved by anticipating stress and learning how to get help once stress-related problems are experienced (Hartsough & Myers, 1985).

Long-term exposure to stress may induce reactions such as fatigue, difficulty in sleeping, problems in the workplace, and emotional distancing from loved ones. At least five factors have been identified as integral to coping successfully with stress. These include control, success, satisfaction, support, and variety (Clarke, 1985). To counter the cumulative impact of the commitment to working with students with behavioral and emotional concerns, and the fact that all too often success is not achieved, there is a necessity for the teacher to solidify his/her commitment to promoting mental health and to the teaching of coping strategies (Bloom, 1985; Malone, 1989).

There are numerous strategies for developing effective skills for managing stress: communication as a stress-related coping strategy (Fling, 1984; King, 1986); self confidence (Reed, 1984); cognitive imagery (Schlander & Dana, 1983); humor (Gibbon, 1988; Raschke, Dedrick & DeVries, 1988); positive parent/teacher involvement (D'Aurora & Fimmian, 1988); knowledge of personality type (Heikkinen, 1986); time management (Kells, 1982); active lifestyle (Holt, 1987); and effective problem-solving skills (Parasuraman & Hansen, 1987). Bookstores often have entire sections on the topic of stress. The techniques proposed vary widely in their approach and utility. It should be remembered that no one technique has been proven effective for everyone under every condition. This means that each person may need to search and sample a number of strategies before finding a process that works.

For the educator of children and youth with behavioral and emotional disorders, the information provided in the present manuscript may be a good place to begin the search for effective proactive strategies for working with children and youth experiencing emotional and behavioral problems. Many excellent curricula exist and several of these are listed in this paper's references, but this is by no means an exhaustive list. Safe stress strategies require an individually-determined approach and should be experienced personally by the educator before attempting to teach the strategies to others. It is clear that safe stress curricula have enormous potential for the field of emotional and behavioral disorders.

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NEW YORK STATE TEACHER RESOURCE AND COMPUTER CENTERS:

A UNIQUE EDUCATIONAL INFRASTRUCTURE

by

Dr. Helen Hartle

Helen Hartle is a Bureau Chief of the New York State Education Department Staff Development Office. She has been vitally interested and involved in professional growth throughout her career.

The Teacher Resource and Computer Training Centers, developed by New York State, have become a unique and sound educational "infrastructure" which has given new meaning, direction, and purpose to the professional development of teachers and other school personnel. No other state in the nation has made such a substantial and lasting commitment to its school personnel. In fact, collectively, Teacher Centers have become an effective institution, directly tapping a rich reservoir of skilled and talented school professionals who capably share knowledge, train peers, induct new teachers into the profession, and willingly meet challenges of curriculum reform and structural changes designed to effectuate better teaching and learning opportunities for the state's elementary and secondary students.

Teacher Resource and Computer Training Centers were established in law by the New York State legislature in 1984 in order to provide systematic, ongoing, professional development services for the state's teachers. The statute, modeled after the Federal Teacher Center legislation which expired in 1980, created a new dimension for staff development, built upon the research-supported premise that a critical component of effective staff development is the full involvement of those being serviced in decisions about content and method of delivery of staff development. The New York State Teacher Center model is a collaborative one in which all participating groups work in the interest of providing the best possible staff development services to teachers and other school professionals. The Policy Board is comprised of a majority of teachers who are selected by their bargaining agents.

In 1984, forty-four Teacher Resource and Computer Training Centers were funded from a $3.4 million legislative allocation. Since then, a total of $87.4 million has been allocated by the state legislature for Teacher Center operations. Currently, 115 centers, located in all areas of the state, serve well over 250,000 public and non-public school professionals. In addition, centers are also currently serving the training needs of parents, as part of their efforts to assist in the implementation of the state's reform initiative "A New Compact for Learning."

Some accomplishments of New York State Teacher Centers follow.

1. **Technology Training.** Thousands of teachers and other school professionals in New York State have taken full advantage of numerous opportunities provided by Teacher Centers to learn new technical skills which are ultimately integrated into classroom instruction. Key to the success of Teacher Center technical programs is the ongoing support and convenient access to hardware and software. Many teachers have also learned to use the Teacher Center statewide telecommunications network, which allows them to communicate and exchange information with peers across the state, and to access numerous databases to enrich their own knowledge and classroom instruction techniques. As the technology develops, Teacher Centers are expanding interests into new multi-media programs and finding new uses for existing technology. Through Teacher Centers, teachers and other school professionals believe that technology can and will play an increasingly critical role in effective classroom instruction. Teacher Centers are ensuring that teachers and other school professionals have the essential technical understanding and skills for the present and the future.

2. **Collaboration and Shared Decision-Making.** Many of the school reform projects currently underway in the state require effective collaboration and shared decision-making skills. Teacher Center Policy Boards, through their structure and functions, have been pioneers in these initiatives. Teacher Center Policy Boards, comprised of teachers, parents, school board members, school administrators, and representatives of business and higher education institutions, regularly demonstrate the effectiveness of collaboration. Much of the success of Teacher Centers is due to successful collaborative efforts; further, Teacher Centers have learned and piloted essential group skills which are being shared with school districts currently involved in school reform.

3. **Linkages.** Teacher Centers have developed unique and essential linkages with a variety of other agencies. These successful linkages are also key elements in efforts to build bridges to the future. Through connections with higher educational institutions, Teacher Centers have created strong links between the pre-service and in-service education of professional school personnel. Teacher Centers have worked effectively with New York State colleges and universities to the mutual benefit of all partners. Some of the strongest linkages between Teacher Centers and higher education occur at the five Teacher Centers located on college or university campuses, and others which are run collaboratively with institutions of higher education.

Through efforts of individual Teacher Centers, some creative and strong partnerships have been developed with New York State businesses and industries, large and small. These partnerships have not only increased resources available to Teacher Centers, but they have also opened important dialogue and interchange among teachers, schools, and industry, which can only improve learning opportunities for students and have positive effects on industries.

4. **Collegiality and Professionalism.** Teacher Centers, as perceived by New York State's teachers, are essential to their professional well-being. According to statewide evaluation reports, teachers believe that Teacher Centers provide crucial access to relevant professional development activities geared to effective classroom applications. They further believe that Teacher Centers have significantly increased access to essential resources. Most important of all, teachers in growing numbers reflect a sense of ownership and responsibility for their own professional development.

5. **New Roles for Teachers.** Teacher Centers have promoted important new leadership roles for teachers creating rich new resources in schools. Teachers are conducting staff development programs for their peers, developing curricula, conducting research projects, mentoring new teachers, and participating in many other activities which they report have revitalized their interest in teaching and have motivated them to stay in the profession.

6. **Promoting Continuous Staff Development.** The creation of the Teacher Center program directly influenced a substantial increase in the number of staff development activities throughout the state. Not totally expected was the finding that staff development activities conducted by all agencies have significantly increased in most parts of the state. The fact that more professional educational personnel have greater opportunities for continuous professional development is in itself significant.

Teacher Centers play a major role in building staff development programs today for schools of tomorrow. The accomplishments of Teacher Centers are a tribute to New York State's talented teachers and other school personnel.

IF YOU'RE HAPPY AND YOU KNOW IT, CLAP YOUR HANDS

by

Edith Marks

Edith Marks is a retired supervisor of staff development for the New York City Board of Education's city-wide special education programs. Since her retirement, she has been writing fiction and nonfiction, with current efforts on a work about glaucoma.

In all of her forty years, Emma could not remember having seen a room so cluttered and laden with materials and, given her recent course instruction for her Masters, so contrary to her expectations of what good room arrangement should be for emotionally disturbed children. The room could double for a setting in a Fellini film. One couldn't see the walls for the posters, oversized alphabet letters and numbers, and children's productions: finger paintings of blotched colors, seed and bean constructions, collages of paper and cloth. What could be in Laslo's mind, the director of Step-Up School, who, after hearing about the latest incident with Danny (the boy in her class giving her trouble from the minute he entered her room), suggested, no, insisted that she talk with Lillian?

"Nobody could control Danny," Jack, a colleague, assured her. He taught a class of pre-adolescents next door to her room. His opinion lifted her morale, only to deflate it when he added, "At least not a mature newly-minted teacher." At her age, she didn't think of herself as a novice. She had life experience, part-time jobs, evidence which she had presented to Laslo when she applied for the job.

Listening to Laslo expound on how Step-Up's resources of clinical treatment, sound educational practices, and caring teachers created an environment where severely troubled children could heal, Emma knew from the bottom of her heart that she wanted to join the team. Never mind that the school was tiny and under-financed; that it had only one class per grade; and that each class spanned an age range of three years. Never mind that the building, a converted two-family house, had an exhausted air about it. Emma's spirit rose to the sentiment of recovering the hearts and minds of these children. Much as she disliked subway travel, the extra half-hour on the trains from Manhattan to Brooklyn would be a small price to pay for the privilege of working alongside Laslo and the other teachers.

She had set about persuading Laslo that the raising of her two daughters, Lois and Geraldine, her student teaching (although light years back when she was nineteen), and her Masters qualified her for the job. To seal her argument, she confided that she had been analyzed. She skirted the question of marriage, preferring to keep that chapter of her life locked away. Drummond, gone for ten years, had receded in her memory. Even his violent rages, beatings, and alcoholism no longer tormented her. She had climbed out of the abyss which his desertion had thrown her into, and managed through part-time jobs and the help of her parents to raise her children well. Both were going to college on full scholarships. She knew about depression, the struggle for survival, and how a helping hand can make a difference. She could be one of those hands now, teaching children the standard curriculum, imbuing them with a love of the arts, enriching their lives with warmth and laughter. Her fervent responses to his questions captivated Laslo. He hired her on probation.

Emma's dream shattered on contact. The first hour of the first day, Danny, a strong, stocky thirteen-year-old, swung at Charles, scrawny and older by three years. Charles, nose bloodied from the impact of Danny's fist, upset his and Emma's desk, accusing her for her failure to protect him. Stung by Charles' condemnation, Emma cornered a defiant Danny to reprimand him, whereupon Danny, snarling, seized a chair and thrust it at her. Emma backed off, barely escaping a four-pointed assault and shouting at Danny to stop his nonsense. The chair fell from Danny's hands then, and he slumped to the floor.

Jenny shouted that Danny was having a seizure, and Emma, never having witnessed a convulsion, panicked. She screamed for help, frightening the rest of the class: Jenny, a tense tiny girl of fifteen; Annie, dumpy and a year younger than Jenny; Ramon, Charles' age but basketball-player height; and Rashid, with the body of a miniature wrestler. The entire class plunged out of the room, streaming through the hall into other classrooms where they upset routines, then into the girls' toilet where they unrolled toilet paper. From there, toilet paper floating behind them, they ran into the kitchen, terrorizing the cook who ran into Laslo's office yelling she'd had it with those crazy kids and he'd better find himself another cook. Hall patrol finally collared each child, one by one, and escorted them to Laslo's office where Laslo extracted an apology from them to the cook, who said she would reconsider provided Bulonsky, the custodian, placed a lock on the kitchen door.

Emma's classroom management techniques did not improve. Her colleagues offered suggestions: set up rules; line the children up one by one; have the children decide their own punishments for infractions of the rules; set up a reward system; make good behavior worthwhile for them; give incentives for good behavior and also for completion of work. Emma tried everything.

She could not overcome Danny's dominance in her class. He took over. If he decided that a reading lesson would take place out of the scheduled order, the other children opened their books. If he wanted to see a film-strip outside of its scheduled time, he ordained the rearrangement of the schedule. The few times Emma jockeyed with him over the schedule, Danny rallied the class to his side and soundly defeated her objections. And he had a mean streak. A favorite ploy of his involved instigating the other children to defy her, especially Jenny, the most verbal of her charges. Emma's half-hearted attempts to introduce what she considered more suitable reading matter than the book on outlaws which Jenny clung to, elicited not compliance but a

tirade of abuse, ranging from a scathing appraisal of Emma's incompetence to a withering comparison to Jenny's hateful mother.

Also, Danny somehow stimulated Annie to expose herself. Emma never heard any exchanges between the pair, but suddenly Annie would begin to strip. If Emma didn't catch Annie in the act, the child would have her clothes off in an instant, as she had done on the third day when Emma was writing a long exercise on the board, only to find on turning back to the class that a naked Annie was ringed by the boys, their smirking faces suddenly greedy and adult.

What prompted Laslo to urge Emma to meet with Lillian was a particularly dangerous event. Danny worked loose a pencil sharpener and threw it at Ramon, who had snickered over the difficulty with which Danny was reading from his primer. Who would have thought Ramon even listened to Danny for, when not engaged in activity, Ramon usually rocked back and forth, oblivious to his surroundings. Yet, when he chose, Ramon read material at an eighth-grade level. The sharpener narrowly missed Ramon's head, but shattered one of the two windows in the room, letting in a cold gust of air and incensing Bulonsky, who complained bitterly about the difficulty of keeping up with repairing destroyed property. There was no doubt in Emma's mind that Bulonsky held her responsible for every chip, crack, and marring of the walls in her classroom.

Now, here she was, in this startling room amid a profusion of broken toys, old clothes, and somewhat suspect educational equipment. What were five well-worn tires doing in one corner? And that rocking horse, obviously Salvation Army rescue? Not to mention several overflowing bins containing scraps of cloth, feathers, leather, laces, felts, paper plates, ribbons, old Christmas cards, and magazines? That entire area looked more like a nest that industrious magpies had collected than a resource section.

Lillian, a woman in her fifties with graying hair drawn back in a bun, and dressed as usual in black pants and grey sweatshirt, sat in a circle of eight small children, ranging in age from six to eight. Belting in a good contralto "If you're happy and you know it, clap your hands," she lifted her head at Emma's entrance, without missing a beat, and pointed with her jutting jaw to a chair outside the circle. Emma pulled a child-sized chair into the circle opposite Lillian. She had observed these children once before, when Lillian had taken them out to the swings at the same time that Emma's class was in the yard. Physically, the children looked normal except that, on closer inspection, one became aware of unfocused eyes, an air of frenzy, garbled speech, or no speech except mewlings and grunts. Lillian prodded and poked each child to sing along with her. Two or three of them squeaked out some semblance of speech; the rest fidgeted and jiggled on their seats.

Undaunted, Lillian rolled through three stanzas of the song, attempting to animate the children to follow her lead of clapping hands, stamping feet, and making vowel sounds. Completing the song, she produced an apple. With that gesture, the children's attention fused and they watched while she divided the fruit into eight slices. Ceremoniously, she handed each child a piece which they, all but one, wolfed down. The holdout, a tiny girl who brought to mind a porcelain doll, held the slice by its edge. Lillian retrieved the slice, grasped the child between her knees, tilted back her oval white face, pried open her mouth, and inserted the apple, quite like a dentist shoving a cotton ball into one's mouth. Lillian then pressed the child's lips together.

Involuntarily, Emma's hand closed over her own mouth. How could Lillian force-feed the child this way? It might be dangerous. The child might choke. She would have to ask Laslo about it. Lillian narrowed her eyes and looked defensive. "If you don't show these children you mean business from the start, you've lost the battle before the skirmish. Hey, watch your hair."

Emma felt a sharp tug at the back of her head. Lillian set the child aside and swooped behind Emma, who sensed a minor fracas in the region of her head and neck, her hair as prize. "Ouch." She thrust her head forward. That kid meant business. "Hold it," Lillian commanded, and Emma tried to figure out if Lillian spoke to her or to the child. Then, as suddenly as it had occurred, the child's grip loosened. Lillian lifted the hair-mangler and set her on a vacant chair next to herself. Emma saw several strands of red hair clutched in the child's fist. She looked around the room once more, and this time focused on a group of bald-headed dolls. Emma ran her fingers through the thick sponginess of hair at the nape of her neck. Lillian, noting the gesture, smiled, "She didn't get much," and then her expression soured, "No, you don't." The child she had force-fed had spit the apple out. Lillian roughly pulled the child again into the vise of her thighs and produced a second apple. Tommy, spying the remains of the first apple, ingested core and seeds, emitting a small burp upon swallowing. The other children, temporarily disconnected from Lillian, lapsed into what Emma judged to be their separate inertias, punctuated only by their repetitious movements. One child pulled a string through his fingers again and again; another rocked, head between his legs. The girl who had pulled Emma's hair now pulled at her own. A fourth child plucked the arm of a stony girl sitting upright in her chair. Emma saw that Lillian had placed a thick sleeve of material on the girl's arm to absorb the pinches.

Lillian cut the second apple into eight pieces, one of which she thrust into the mouth of the girl. Like a paramecium, the child engulfed the apple, and Emma thought that Lillian had triumphed; but no, the slice, still intact, oozed from the child's mouth and dropped to the floor. Color stained Lillian's throat and brightened the sallowness of her cheeks. She released the child and offered the remaining sections to the other children, all of whom halted their private obsessions to take up a new treat. "See," Lillian insisted. "See Tommy here. He wouldn't eat, just like her, when he came into my class. It doesn't take my children long to learn that I mean business."

Emma studied the child who stood where Lillian had placed her. She felt a tug in her heart. The child looked more frightened than defiant. Her rigid, small body was glued to the floor; the pupils of her eyes were darting here and there, like a fly beating its wings against a closed window in terror. Emma reached over and lifted the child to her lap, putting her arms around the small, stiff body.

"I wouldn't do that," Lillian cautioned. "They don't like to be touched. Adults are suspect to them. They're the ones who did terrible things to them."

Emma cuddled the child. "She's not resisting." She rocked the child back and forth as she would an infant and made soothing noises to her. Holding the child was like trying to enfold a mannequin, all arms and legs, hard, still, obverse to the soft melting of her own two daughters when they were small. Reluctantly, she slid the girl to the floor. A flicker of justification crossed Lillian's face.

The gym teacher came in to collect Lillian's children for a half-hour of gym. That daily half-hour and lunch relief comprised the periods Lillian was freed from her charges; yet she did not complain. Whenever one met her, her spirits were high,

her walk crisp. How did she do it? Why didn't she become discouraged? Emma sensed Lillian's spirit was the main reason that Laslo had urged her to meet with Lillian. How could she have been so presumptuous as to challenge Lillian's treatment of a child? A feeling of discomfort overcame her and she rose to leave.

Lillian caught her by the arm, "Don't go yet. We haven't talked. You should know something about my children. They're not as fragile as they look. You think I'm too tough on them? Yes, I can see it in your eyes. Believe me, Emma, they know that what I do, and what's been done to them, is different. Do you know why Marie, the girl who wouldn't eat the apple, is the way she is? Two weeks ago, her mother put her in a frying pan and shoved her in the oven. She would have lit it, too, if a neighbor, hearing the child's screams, hadn't come into the apartment. That's the abuse we know about. Then there's Tommy. When we rescued him from his home, his body was a map of scars." A taste of metal came into Emma's mouth when she visualized the soft tissues of the child. "Cigarette burns, knife cuts, you name it," Lillian continued. "And Rafael. Did you notice his crooked legs? Fractures. His father said Rafael had run away and so punished him by beating on his legs. We found Jaime with a chair tied to his backside. He walked around like that all the time, and was freed only when his mother and her boyfriend used him. He can't recite the alphabet, but he can name all the sexual organs of the body, both male and female, the street names. Open their files, Emma, and the sickness of the sickest of our society spills out. If the children make it here, they're tough. The vulnerable ones die, make headlines, and then they, too, are forgotten. These children learned early that the world is an awful place and their only means of survival is to shut themselves out of it. It's up to us to show them they're wrong." She paused. "You didn't come here to listen to my lecture about my kids, did you?"

Emma shook her head, embarrassed now that she had come. How could she compare her class of admittedly difficult children to those traumatized children in Lillian's class? Her students talked, argued, and even interacted at times. They told her what they wanted, what they would do and how they would do it. Her problem lay not in dredging them out of their despair, but in taking charge of them as a class.

Lillian drew her chair up to Emma's. "You want a perfect class. You want to make Danny into a model student, eliminate his rages, bring Charles out of his depression, pound some sense into Annie's head, turn Jenny into a fun-loving teenager. You think you're God? You think our kids don't spit in God's face every day of the week?"

"You're so successful, Lillian. You work miracles with these children. What's your secret? Let me in on it." The words, meant to be lighthearted, came out sounding desperate instead. Again, a wave of embarrassment flushed through Emma's body.

"Hah," Lillian poked Emma's knees with her own. "Success. It took me two years to get Jaime to go to the bathroom by himself. None of my kids talk. Tommy will brush his teeth if you teach him to do it every day. At times, one of my children will read one or two words. I should say 'decode', because words mean nothing to them. I don't know what they understand or how much of what I say to them is incorporated. They give me no feedback. They get bigger. The girls reach menarche. They bleed. The boys reach puberty. They get erections. When a child moves into, say, a class like yours, the psychologists say they misdiagnosed the condition. My children are so severely damaged that the percentage of hope for their recovery is in one-digit numbers."

"Laslo's not pessimistic about these children, and I can't believe you're pessimistic. If you were, you couldn't be so effective."

Lillian's gaze softened. "Well, they do move a little with me." She smiled. "You're right. I do see some progress and that's what keeps me going. Baby steps. Who knows? Maybe I've got an Einstein buried in one of them."

The gym teacher returned and the children ran into the room where they clustered about Lillian. Marie squirmed through the others to stand directly next to Lillian, so close that Lillian automatically put her arm around her while she directed the others to take their seats. Marie raised her eyes to Emma's and extended her thin arm towards her. Emma held out her hand. The child clasped Emma's hand in hers and brought it to her mouth. Emma felt warm, moist breath on her knuckles, a flick of tongue.

"Well, I never ..." declared Lillian. "Looks like you've made a friend." Emma suppressed a desire to hold the girl in her arms. Instead, she gently withdrew her hand. "I'll be back to see you," she promised. She gazed then at the other children and, at that exact moment, the distance between herself and the children evaporated, leaving in its stead a heady feeling of sureness, an inner knowledge not found in graduate courses or in pious mouthings of friends and colleagues, but coming from her own being, giving her strength.

Entering her room, Emma saw that the relief teacher had given the children an art lesson. Annie wallowed in finger paint up to her elbows; Charles traced spidery outlines of buildings on composition paper; Danny worked on a comic strip paralleling Star Trek adventures; Ramon colored-in outlined automobiles; Rashid crafted dinosaurs out of papier mache; Jenny drew monster figures on construction paper, coloring them with vivid splashes of red, green, and yellow. The relief teacher grinned. "They insisted on doing their own thing." He pointed to a still-life of a grapefruit, three oranges, and a banana. "No Cezannes here." Emma swallowed her dismay at the mess Annie had made and thanked him. At least the class was quiet.

The children continued to work on their projects, disregarding the change in command. Emma cleared her throat. Math and social studies loomed as the next obstacle to tackle this morning. She had introduced fractions at the beginning of the week and wanted to keep the momentum alive until the children incorporated the concept of "one" and its many variations. She cleared her throat louder this time. "Time for math." The buzzing of a wasp would make more impact on them than her voice.

Danny lifted his head. "My hair's in my face." Emma walked over to his desk. "Mind if I brush it back for you?" Danny snorted. "It's a free country." Emma brushed back a hank of dark blond hair. She saw that Danny had completed eight panels on the page, divided into four on the top and four on the bottom.

"How many panels did you make?"

"You stupid or something? Don't you see? Eight."

"What part of the page is one panel?"

"Huh?"

"Danny, what part of the page is one panel?"

"I don't know. Why are you asking me stupid questions?"

"If eight panels make up the whole page, what part of the page is one panel?"

The other children abandoned their projects and stole over to Danny's desk. Jenny stood alongside. Ramon and Rashid moved in behind. Charles edged along the fringes. Annie crept under

Emma's elbow.

"It's one part." A look of exasperation crossed Danny's face. "Now, are you satisfied?" He looked around at the others "Whatcha all crowding me for?"

"They want to see what you're doing. Show them, Danny, how your page can be divided into eighths, halves, and quarters." Emma hoped he had retained enough of yesterday's lesson to demonstrate.

Danny rose to the challenge. He folded the paper. "Halves." Folded it again. "Quarters." A third fold. "Eighths."

"Exactly," Emma said. "Let's work out some addition and subtraction problems together." She distributed fresh paper to the children, who all resumed their seats. Emma segued into her math lesson. Danny, the first to complete the assignment, brought his paper to her for correction. She saw that he had mastered the problems; gave him 100%; and pasted a silver star to his paper. She placed her hand over his "Thank you for the lesson." Danny grunted, and straddled his seat. "What's next, Teach?" he asked.

On impulse, Emma clapped her hands and sang out, "If you're happy and you know it, clap your hands." The children raised their heads to stare at her. Then Jenny said, in a voice shorn of its thorns, "Hey, gang, let's sing."

PROBLEMS RECEIVING YOUR COPY OF *PERCEPTIONS*?
Please let us know of your change of address by notifying:

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ITEM OF INTEREST FROM OUR READERS!

One of our readers asked that we initiate a list of teachers whose students would enjoy being pen pals. So, if you are currently teaching a group of students and would like to set up a pen pal letter exchange with another class, please let us know. Remember to get administrative approval before furnishing us with the following information to be printed in *Perceptions*:

PEN PAL REQUEST:

I would like my class to become involved in a pen pal letter exchange. I would like *Perceptions* to print the following information.

School Name/Address:
District Name:
Teacher's Name:
Grade/Subject:

I have obtained administrative approval for the above information to be listed in *Perceptions*.

Signature Date

Return the completed form to Lynn Sarda, Editor, *Perceptions*, Old Main Bldg., Room 212, SUNY, New Paltz, NY 12561.

VIEWPOINTS

VIEWPOINTS provides a forum for readers to share experiences in the field of special education. This first writing for VIEWPOINTS features the thoughts of a teacher-in-training, Jamee Burich, as she approaches a career with enthusiasm and vitality. Jamee is a graduate student in the Special Education program at the State University College at New Paltz, NY. We welcome submissions of various VIEWPOINTS to this column.

There is a familiar expression, "To teach is to touch a life forever." As my training for teaching comes to a close, my anticipation towards my new career is becoming more intense. My hopes for my future students and myself are diverse.

First of all, I hope to touch my students' lives in the most positive ways possible. I want my students to be excited about learning and to look forward to coming to school. It is my hope to develop the maximum potential of each of my students. It is my belief that the education of children is the responsibility of not only the school system (teachers, administrators, and support staff), but also parents and the communities in which they live. Parents are teachers, too! Therefore, I look forward to bridging the gap between the classroom and home by communicating frequently with parents and continually soliciting their involvement and support. A teacher's responsibility does not end when the school bell rings.

Before I even get to the point where I can involve myself with parents, I have to go out and interview for a job (scary!), if there are any (depressing!). The anticipation of sitting in an interview, and having questions fired at me, makes me a little nervous. My hope is that I present myself as the enthusiastic, caring, and motivated individual that I am.

A teacher today, whether in special education or regular education, needs to keep up with new models of teaching, such as inclusion, cooperative learning, and whole language, as well as teach the curriculum according to the state guidelines. These changing focuses in education force the classroom teacher to keep refining his/her skills constantly, if one is to be an effective teacher. I think one of the things that makes teaching attractive to me is the fact that each year there will be new ideas and research that I can incorporate into my classroom. This will prevent my job from becoming routine and monotonous and, at the same time, challenge me to provide more effective instruction.

So, come on, graduation! My long-awaited career is just around the corner. If everything progresses as planned, a year from now I'll be in *my* classroom; planning worthwhile activities for *my* class; planning with *my* colleagues; and implementing all of *my* ideas. Wish me luck!

CALLING FOR STORIES

In a future issue of *Perceptions*, the editors would like to focus on STORIES. The intensity and value that a person's stories may have is evidenced in Robert Coles' book, *The Call of Stories*. We hope to compile a collection of stories from professionals, parents, students, and children that capture important experiences in people's growth. If you have a story (how you entered the profession), or a meaningful, sustaining experience in your worklife, or how you have learned to deal with the stress, demands, and joys of being with individuals with emotional disturbances, please submit it to us for consideration. If you have a student's writings or artwork with which you are both pleased, just obtain a release and send them to us for review. If you are publishing collections of writings in your school or agency, perhaps you would submit an article describing that process. Submission results in careful consideration of the document, but not necessarily in publication. Join with us in celebrating STORIES.

Please send submissions to: Lynn Sarda, Editor, Perceptions, Old Main Bldg., Room 212, SUNY, New Paltz, NY 12561. Thank you.

OPEN TO VISITORS?

Is your classroom/school/agency open to visitors? Do you have a unique program, a special facility, an effective curriculum, an innovative strategy, or a model school that could be showcased? If so, please send to the editor the following information to be reviewed for publication for ANYSEED members who wish to visit:

Name of School/Agency:
Address:
Contact Person:
Telephone Number (incl. area code)
Best Time to Call:
Programs to be Viewed:

Please be aware that any such recommendation should have prior approval of your school/agency administrator

LETTERS TO THE EDITOR

Letters published in *Perceptions* do not necessarily represent the views of the editors or the ANYSEED organization. Receipt of a letter does not assure its pubication. Considerations include space limitations and content appropriateness. The editors reserve the right to edit letters. All letters received will become the property of *Perceptions*.

Letters should be sent to:
Lynn Sarda, Editor, *Perceptions*
Old Main Bldg., Room 212

RECOGNITION AT THE ANYSEED CONFERENCE

NOMINATE NOW!

The ANYSEED Executive Board has established four awards which are presented at the annual conference. Any current members of ANYSEED may nominate individuals for these awards.

CONRAD HECHT MEMORIAL FUND

Conrad Hecht was the President of ANYSEED in 1968-69. Following his untimely death, a memorial fund was established to honor an outstanding special education student, school or agency.

STEVEN J. APTER AWARD

The Steven J. Apter Award is presented to an outstanding individual in the field of special education. Nominations will be accepted for individuals who have made significant contributions in such areas as research/scholarship, leadership, professional achievements, and commitment to youths with handicaps.

EVERETT KELLEY VOLUNTEERISM AWARD

The Everett Kelley Volunteerism Award is presented in recognition of the spirit of volunteerism. Nominations will be accepted for individuals who have made significant volunteer contributions to the field of special education.

TED KURTZ TEACHER ACHIEVEMENT AWARD

The Ted Kurtz Teacher Achievement Award is presented to an outstanding educator in the field of special education. Nominations will be accepted for teachers who have made a significant contribution and have shown commitment to individuals with handicaps.

To nominate an individual or agency, please send the following information:

Name of Award:
Name of Nominee (student, school, agency):
Address:
Telephone Number:
Submitted By (Name of ANYSEED Member):
Home Address:
Telephone Number:
School/Agency Address:
Telephone Number:
Biographical Sketch (student)
Historical Background (school/agency)
Program Goals (student/school/agency).
Achievements (student/school/agency)

Attach two letters from educators or professional affiliates to illustrate merit and/or program commitment.

Send nominations to: Robert Aiken, BOCES II, 100 Suffolk Ave., Stoney Brook, NY 11790

CONFERENCE INFORMATION

COLLABORATIVE EFFORTS: EDUCATIONAL EXCELLENCE THROUGH SHARED EXPERIENCE

NEW YORK STATE COLLABORATIVE CONFERENCE

COLLABORATORS INCLUDE:

ANYSEED - Association of New York State Educators of the Emotionally Disturbed
NAVESNP - National Association of Vocational Education Special Needs Personnel - New York State Chapter
ASEA - New York State Association of Special Education Administrators
SEALTA - Special Education Administrators' Leadership Training Academy
VESID - Office of Vocational and Educational Services for Individuals with Disabilities
CCBD - Council for Children with Behavioral Disorders - New York State Chapter - Branch of Council for Exceptional Children
FLFSP - Finger Lakes Family Support Project - Federally Funded Nine-County Family Support Group

Now that the 1992-1993 school year is in full swing, the Executive Board of ANYSEED asks that you take a moment to examine your personal training objectives for the year and, indeed, your career. It is with this sense of seriousness that I approach you concerning the 28th Annual ANYSEED Conference. We will offer an unparalleled training experience in March of 1993. Save your $$ and plan on being in attendance.

As indicated in the last issue of *Perceptions*, our Spring 1993 Conference will be a collaborative effort, involving several of New York State's finest educational organizations. **Our headline cast of keynote speakers will be unmatched at any other Conference.** Workshops from throughout the U.S. have been sought.

As this journal goes to print, we have definite confirmations from the following speakers:

Dr. Nicholas Long - Noted author and outstanding speaker vis-a-vis behavioral disorders as well as trainer of administrators or teachers in the Life Space Interview process.
Dr. Eleanor Guetzloe - University of South Florida. Excellent speaker on adolescent violence, aggression, and suicide. Author of books on these topics.
Dr. Arnold Goldstein - Chairman of Special Education at Syracuse University. Director of the Center for Research on Aggression. Author of skillstreaming books. Dr. Goldstein is another outstanding speaker.

Dr. Allen Mendler	-	Dr. Mendler is nationally known as a speaker on the topic of "discipline with dignity."
Mr. James Fogarty	-	Excellent speaker on a variety of education-related topics.
Asst. Commissioner or Deputy Commissioner	-	Office of Vocational and Educational Services for Individuals with Disabilities.

Conference keynote presenters will generally be providing a keynote address, a full-day presentation, and then re-join us on Sunday morning for our Annual "Meet the Experts" panel discussion to answer questions.

A special session is planned which will feature Associate Commissioners from OMH, DSS, and SED to discuss current collaborative efforts within New York State and future directions of children's mental health services statewide. Such a session should be well received by conference attendees.

ANYSEED is serving as the "lead organization" in arranging this collaborative conference. Seven other organizations have agreed to join us for what should prove to be an historic conference. Other collaborative organizations are still possible; specifically, we are attempting to develop a parent strand by extending invitations to three parent groups statewide. Each collaborating partner will be responsible for providing at least six workshops, which should give us broad topic appeal.

Please contact me directly with any questions concerning the 1993 conference at (716) 889-3524.

Everett Kelley, Conference Chair

For your copy of 1993 Conference Program

Please Contact: Ed Kelley
14 Maple Street, Scottsville, NY 14546-1223
(716)889-3524

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CUT-OFF DATE FOR CONFERENCE PRICE/ACCOMMODATIONS IS FEBRUARY 26, 1993

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Return this advance registration form with your check prior to January 15, 1993, to pre-register for the 28th Annual Collaborative Conference. A complete registration form will be within the Conference Program which will be available near the first of the year. Early registrants will be sent a Conference Program.

Checks should be made payable to ANYSEED and forwarded to E. F. Kelley, 14 Maple Street, Scottsville, NY 14546-1223.

-Submit registration on or before January 15, 1993, and receive EARLY BIRD discount -

CONFERENCE REGISTRATION FEES:

CONFERENCE	BEFORE 1/15/93	BEFORE 2/5/93	AFTER 2/5/93	AT DOOR	$ REMITTED
FULL CONFERENCE	$100	$135	$160	$185	
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SATURDAY ONLY	$75	$90	$125	$150	

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* Group Single Agency: Registered as a group (8 or more at one time with one remittance): $75.00 per person single day fee or $100 per person full Conference fee, if received by February 5, 1993.

* STUDENTS (full-time only). Submit student ID card for full Conference registration fee of $75.00.

* CANCELLATIONS No cancellations will be considered after February 19th, 1993. Prior to that date, a $25.00 handling fee will apply to refund requests

* Conference registration fees do not include meals. See hotel registration form for full hotel/food package information

* Will you be staying at the hotel? Yes ___ No ___

ALL REGISTRATION FEES INCLUDE COMPLIMENTARY MEMBERSHIP FEE (1993-1994).

COLLEGE COURSE INFORMATION

The ANYSEED Professional Development Division, in conjunction with the 28th Annual Conference Committee and the Institute for Staff Development in Education at SUNY, New Paltz, is pleased to announce the establishment of a three-hour graduate course associated with the 28th Annual ANYSEED Conference, March 11, 12, 13, and 14, 1993.

Course: 39593, Contemporary Issues and Problems in Working with Emotionally Disturbed Children

Description: Issues and problems related to working with emotionally disturbed children, as identified in the conference sessions, will be considered. In-depth analysis of the major concerns will be carried out through independent study and through practical application of the information required. Full conference participation is required.

General Course Requirements: Students are required to

1.) Attend the full 28th Annual ANYSEED Conference.
2.) Attend class sessions scheduled for March 11, 1993 at 7:30 pm, and March 14, 1993, at 9:00 am.
3.) Summarize and analyze each of the workshops attended.
4.) Propose an independent project that applies information acquired from the conference sessions.
5.) Be available for individual consultations with the course instructors with respect to the proposed independent project
6.) Implement and evaluate the independent project.
7.) Submit written report by July 15, 1993.

Detailed guidelines for course requirements will be distributed in the first class meeting.

Registration Deadline: February 26, 1993

Fees: $309.55, in addition to the conference fee. Make money order payable to ANYSEED, and mail to: Ms. Claudia Petersen, ANYSEED Professional Development Division, P.O. Box 247, Glenwood, NY 14069. 14580.

Registration Information: When sending the fees ($309.55 and conference fee), please enclose the following information: Name, Address, Home Telephone, Work Telephone, and Present Work Position.

ENROLLMENT OPEN ONLY TO REGISTERED CONFERENCE PARTICIPANTS. REMEMBER TO FORWARD COURSE REGISTRATION AND CONFERENCE REGISTRATION FEES AND REGISTRATION FORMS FOR EACH. ALL FEES MAY BE COMBINED INTO ONE MONEY ORDER. The Executive Board of ANYSEED encourages early registration for the above course to avoid being closed out. This course is intended for persons willing to assume responsibility for independent study work and who have demonstrated competencies in this area.

READERS' SURVEY RESULTS

Responses are in from the *Perceptions* Readers' Survey. Nine topics were listed in the survey for readers to rank in terms of importance. The topics were:

- New Compact for Learning
- VESID
- Infusion
- Bilingual Special Education Practices
- Consultant/Collaborative Teaching
- Education Reform and Special Education Practices
- Education Reform and the Special Educator
- Alternative Programming for At-Risk Students
- Successful Practices in Mainstreaming/Inclusion

Readers expressed the greatest amount of interest in **Education Reform and Special Education Practices** and **Education Reform and the Special Educator.** These topics were followed by **Alternative Programming for At-Risk Students,** and then **Successful Practices in Mainstreaming/ Inclusion**. Next, the **New Compact for Learning** was followed by **VESID** and **Consultant/Collaborative Teaching**.

Respondents noted a range of reaction to the change in class size, with a balance of "it's working" to "negative!" The collapsed IEP received a similar response, with approximately 1/3 of the respondents finding it positive; one-third finding it confusing and negative; and a little less than one-third, ambivalent.

Readers stated that they would like to see ANYSEED grow and offer more programs in various regions. We appreciate that there were those of you who took the time to respond to our survey. It's your voice that produces relevance.

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NOTICE–NOTICE–NOTICE

The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

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Perceptions

Volume 27, Number 3 FALL 1992

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

ANYSEED'S 28th ANNUAL CONFERENCE MARCH 11,12,13,14, 1993

ANYSEED
ASSOCIATION OF NEW YORK STATE
EDUCATORS of the
EMOTIONALLY DISTURBED
14 Maple Street, Scottsville, NY 14546

Perceptions

Volume 27, Number 4 SPRING 1993

A Publication of the Association of New York State Educators of the Emotionally Disturbed

A Journal for Practitioners

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Statement of Purpose

Perceptions is a national, refereed journal established to promote the education of persons with emotional disturbance. Recognizing the importance of contributions from various disciplines, the editors encourage publication of materials that aid the practitioner. Articles about methods, materials, approaches, and techniques are welcomed.

Perceptions is a publication sponsored by the Association of New York State Educators of the Emotionally Disturbed.

Guidelines for Submission of Articles

Original articles that focus on the education of persons with emotional disturbance will be considered for publication in *Perceptions*. Three copies of an article must be typed, double spaced, and submitted on 8-1/2 by 11 inch paper. In submitting a manuscript, the author should follow the format given in the third edition of the publication manual of the American Psychological Association. A cover sheet is to accompany the article, including:

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Authors assume responsibility for publication clearance in the event that any or all of the article has been presented or used in other circumstances. Authors assume the responsibility in the prevention of simultaneous submission of the article. The editors have the right to make minor revisions in an article in order to promote clarity, organization, and appropriateness. Though manuscripts will not be returned to the author, notification will be given as to receipt of the article. Manuscripts should be sent to

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* * * * * *

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* * * * * *

Perceptions

A Publication of the ANYSEED

A Journal For Practitioners

SPRING 1993
VOLUME 27
Number 4

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Associate Editor
Michael Frazier

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FROM THE PRESIDENT

It is with great pride that I speak to you about our organization. The 28th Annual Conference was recently held in Rochester. Largely through the efforts of our conference chair, Everett Kelley, and our hardworking Executive Board and volunteers, this year's conference was an outstanding success. We were privileged to have an excellent array of keynoters and workshop presenters. I believe that the unforeseen factor of a blizzard actually added to the camaraderie and fun experienced by all throughout the weekend.

As always, I was impressed with the fervor that presenters and participants put into their professional endeavors. This was equally felt and experienced in the social activities held in the evenings.

ANYSEED brings to its participants a unique blend of fun and professional advancement that keeps it continuously in the forefront of professional organizations. I thank you all for being a valued part of the total experience.

Robert T. Aiken, *President*

ANYSEED Chapters requesting reimbursement for the 1993/94 fiscal year must request this in writing to the executive board president on or before March 1st, 1994, for disbursement on or before June 30th, 1994. Address included in this issue.

FROM THE EDITORS

Reflecting upon the 1993 ANYSEED Collaborative Conference, it becomes evident that there is a real interest by practitioners in sharing ideas, practices, and possibilities with one another. *Perceptions* is just one more means for you to keep in touch with your colleagues about your learning, your approaches, your experiences of value. A major component of effective adult learning is that of *perceived use*, or relevance, of the material by the practitioner. Conference workshops clearly indicated enthusiasm about information to use, information to apply, information to try out ... researcher as teacher/teacher as researcher! Through *Perceptions*, practitioners can also communicate about issues, practices, and ideas. We encourage you to think about what you do in the field and how it might contribute to the lives of other professionals. Summon up your energy; reserve your time; and put together an article for submission to *Perceptions*. This is a practitioners' journal ... make it yours!

In this issue, Sidney Miller, Julie Armentrout, and Julia Flannagan examine the promotion of generalization for youth with disabilities. The results of this study hold real value for the practitioner who assumes his/her practice may be promoting generalization. William Behre, Thomas McIntyre, and Kathleen Rogers take a look at the effects of labelling on some students placed in special education programs; these authors let the students speak for themselves. Joseph Burger writes of "Loneliness, Friendship, and Resilience," with a call to encourage and nurture our learners.

You will also find a Conference Recap by Everett Kelley. This section of *Perceptions* will, for those who attended the Collaborative Conference, help recall the experience. For those who did not make it to Rochester, the recap may give you some sense of what you missed.

We hope to see you at next year's gathering, and we hope to hear from you with articles submitted to *Perceptions*. In the meantime, have a glorious spring!

Lynn Sarda and Michael Frazier

STRATEGIES THAT PROMOTE GENERALIZATION FOR YOUTH WITH DISABILITIES: AN EIGHT-YEAR RETROSPECTIVE

by

Sidney R. Miller, Julie A. Armentrout, and Julia Flannagan

Sidney R. Miller is a professor of Special Education at Southern Illinois University at Carbondale. Julie A. Armentrout is a doctoral student in Special Education at SIU. Julia Flannagan is a Researcher, Department of Special Education, Southern Illinois University at Carbondale.

INTRODUCTION

One contemporary issue relating to the efficacy of instructional methodology for children and youth with mild and severe learning and behavioral disabilities is whether a specified instructional tactic is able to promote generalization across settings, behaviors, subjects, and/or conditions. The issue of generalization is critical if the goal of educators is to foster change that will produce more adaptive behavior not only in specialized instructional settings, but also in normalized school, community, and workplace settings. The contemporary guidelines for generalization were formulated by Stokes and Baer (1977) when they defined the parameters as the occurrence of target behaviors under various conditions (i.e., settings, subjects, behaviors, and time). They observed that for the behavior to occur across diverse conditions, strategies must be developed and utilized to implement the generalization process in the targeted conditions.

In the early and mid-1970s, the lack of generalization data from pioneer instructional tactics such as visual and auditory perceptual training, language training, and gross-motor training resulted in critical analysis and reviews by Hallahan and Cruickshank (1973), Hammill and Larsen (1974), and Newcomer, Hare, Hammill, and McGettigan (1975). In the case of the pioneer instructional tactics, the theoretical construct suggested that the use of sensory-motor intervention would lead to improved language and motor skills by students identified as educationally disabled and confronting continuing school failure. The implicit assumption suggested in the literature was that the aptitude training would lead to improved academic and motor performance under a variety of conditions. Follow-up efficacy studies failed to sustain the theoretical constructs or implied suggestions. Given the obvious academic and behavioral value of instruction that leads to generalization, investigators have explored and discarded a variety of these 1950 and 1960 approaches.

The questioning of such procedures was accelerated by follow-up studies of the 1980s (Mithang, Horiuchi & Fanning, 1985; Hazasi, Gordon & Roe, 1985; DeStephano & Wagner, 1991). These investigations suggested that interventions and procedures administered to mildly and severely disabled learners during the 1970s and 1980s did not result in generalized performance in community and workplace settings following public school training.

The emergence of new delivery models involving "Transitional Planning" presupposed generalization. Most transitional planning models expect a student to generalize learned behavior in a variety of settings, including the training site and the community-based work placement. The goals and expectations of transition planning have apparently been limited by ineffective program strategies and instructional interventions which have yielded generalization.

One approach which has been explored by investigators is the efficacy of metacognitive procedures, which require the disabled learner to become involved in his/her program monitoring and evaluation. Metacognitive tactics have been suggested by some (Kanfer, 1970) as a possible effective instructional tactic in fostering generalization of academic and social behaviors. Several investigators during the 1980s and 1990s conducted studies examining metacognition as a generalization tool among populations with behavior disorders. Sasso, Melloy, and Kavale (1990) demonstrated that training for appropriate behaviors through the metacognitive approach can promote generalization of pro-social behaviors using self-recording, prompts, and fading of treatment strategies.

Rhode, Morgan, and Young (1983) used self-evaluation tools to promote maintenance and generalization. In their study, six students classified as behavior disordered were closely involved in their own individual treatment plan. In a resource room setting, students learned to evaluate their social and academic behavior. These new behaviors were maintained at a higher than baseline level when the students returned to their regular education classroom.

Hughes, Ruhl, and Misra (1989) reviewed self-management models for students with behavior disorders in school settings. The authors found that self-management was most successful when combined with methods such as contingent reinforcement, matching, or cueing. Each intervention method was found to increase the student's appropriate behavior across settings. Rhode et al. (1983) also demonstrated that, in using self-instruction, the student's academic and social behaviors increased at a rate comparable to their non-handicapped peers.

Adding to the general findings, Bender and Evan (1989) found that a combination of self-monitoring and class meetings could also positively increase academic and social behaviors within the regular education classroom.

Nelson, Smith, Young, and Dodd (1991) conducted a meta-analysis of self-management studies. The analysis sup

ported conclusions that metacognitive procedures are an effective intervention methodology among youth with behavior disorders. Further, Nelson et al. (1991) found that the treatments failed to generalize, and suggested that generalization would occur only when generalization is considered a vital part of intervention and is systematically programmed into the treatment package.

Etscheidt (1991) supported earlier findings when it was observed that metacognitive strategies appear to be a highly effective approach, but noted that generalization must be a planned component of the intervention in which the investigation considers issues of changing environments, behaviors, times, and conditions as part of the overall training process.

This review looks at eight studies that specifically included instructional strategies and behavioral techniques designed to promote maintenance and generalization of specified academic and/or social behaviors across a variety of school settings, subjects, behaviors, and time. The evaluation was designed to yield information what would enable researchers and instructional personnel to identify critical variables that facilitated generalization, and to target those factors which were not included and thus limited the utility of the study to researchers and instructional personnel. The studies were conducted by master's level students in Special Education at Southern Illinois University at Carbondale with populations exhibiting Severe Behavior Disordered, Moderate Mentally Retarded, and/or Mild Learning Disability characteristics. Each study was conducted as part of an ongoing practicum experience in school programs located on the grounds of a residential mental health facility, in a local community-based school facility, or a community-based worksite.

METHOD

Studies Selected

The eight studies to undergo analysis were selected from a pool of 17 refereed research articles published as part of a grant designed to train master's level students in working with populations having been identified as exhibiting either Severe Behavior Disordered, Moderate Mentally Retarded and/or Mild Learning Disability characteristics. All the selected studies were conducted in either a school program operated by the local special education cooperative on the grounds of a residential mental health facility, in a traditional local community-based school, or in a community-based worksite. Of the studies reported, five were conducted in the residential mental health facility, two in a traditional community-based school, and one in a community-based worksite. Each of the selected publications employed at least one aspect of metacognition and the design reflected a strategy for promoting generalization. Each study was designed by the master's level student with the advice and supervision of a faculty member in the Department of Special Education at Southern Illinois University at Carbondale and the professional personnel at each setting.

Study Selection Process

All of the selected studies had been conducted by graduate students in the Department of Special Education master's degree program. Each of the studies had been submitted and accepted by a refereed journal or monograph for publication. The investigators included only those articles that had been selected through the referee process, since the process supported the assumptions of research rigor.

The descriptors used in the selection process to identify the eight articles from the pool of 17 included self-monitoring, self-evaluation, self-instruction, self-control, integrated settings, transfer of training, fading procedures, and multiple baseline or multiple treatment variables. The studies were expected to contain descriptors that included no less than three of the above descriptors. All the subjects in the eight studies had been identified as being either Severely Behavior Disordered, Moderately Mentally Retarded, and/or Learning Disabled.

The studies were selected by a three-person panel composed of a faculty member, one doctoral student, and one master's degree student.

Definition of Terms

Generalization: The ability of the subject to exhibit the newly-acquired behavior that was learned under one set of conditions (e.g., reading group) into a secondary set of conditions (e.g., mathematics group).

Instruction: The daily process during which the student is expected to learn his/her academic material and exhibit appropriate behavior(s) in the selected instructional sites (e.g. the classroom).

Instructional Setting: The setting in which the subject received instruction in a specific curricular area by the classroom teacher.

Maintenance: The conserving or retaining of a newly-learned skill over time in the environment in which it was originally learned.

Metacognition: A dynamic idiosyncratic strategy designed to assist an individual to manage his/her own behavior through a process of self-observation, self-recording, self-evaluation, self-analysis, and self-reinforcement.

Self-Monitoring: A process in which the subject of the study assumes responsibility for observing his/her behavior(s) that have been targeted for change. As part of the self-monitoring process, the student is expected to observe his/her own behavior, record at specific times the occurrence/non-occurrence of the behavior, and then chart his/her daily performance relative to the targeted behaviors.

Social Validation: The investigator's reliance upon teacher-generated data which was derived from either questionnaires, interviews, and/or surveys to identify or target a specific behavior.

Training: The process during which the teacher (investigator) describes the procedures the subject will be expected to exhibit during the learning and performance process in the classroom. As an example, students will be trained to self-observe their behavior, record their observations, and chart the newly-collected data.

Training Setting: The environment in which the investigator taught the subject how to perform the targeted behavior or set of behaviors.

Treatment Duration: The length of time in conducting the entire study.

Analysis Procedures

A. Seven review criteria were chosen by the panel to analyze each of the selected articles that met the screening criteria. The seven review criteria were:

1.) subject/behavioral characteristics
2.) target behaviors
3.) design/settings
4.) instruction time/treatment duration
5.) generalization strategies
6.) methods of generalization assessment
7.) outcomes

B. The doctoral student would review the material initially, identifying information that matched the seven review criteria. Once the doctoral student completed the task, all the material was reviewed by the senior author and a master's level graduate assistant. Reliability was calculated by dividing the number of agreements with the number of disagreements plus agreements, and multiplying the dividend by 100 to yield a reliability coefficient. The reliability across categories ranged from 82 to 95 percent with a mean of 93 percent. The highest agreement occurred in the category of design/settings and the fewest agreement occurred within the category of instruction time/ treatment duration.

Review Criteria Rationale

The review was designed to investigate two issues. First, the evaluation was designed to yield information that would enable researchers and instructional personnel to identify: 1) critical variables that facilitated generalization, and 2) information which was not included in the study and thus limited the utility of the study to researchers and instructional personnel. The major concern that prompted the analysis was whether the designs met the guidelines laid down by Stokes and Baer (1977). The investigation further sought to determine whether the actual results could enable researchers and instructional personnel to conclude that the subjects had clearly demonstrated generalization of behavior, thus enabling them to function more independently under the changing criteria of settings, subjects, behaviors, and/or time. In addition, the investigators were seeking to determine what types of changes needed to be made in the training of personnel and in promoting generalization of the appropriate learned behavior exhibited by youth with disabilities.

RESULTS

Subjects Behavioral Characteristics: The ages of the 14 subjects involved in the eight studies ranged from seven years to 22 years, with the mean age of 14.5,and was comprised of 12 males and 2 females. Seven of the 14 subjects had been identified as severely behavior disordered, while one of the seven was also identified as exhibiting learning disability characteristics. Four of the 14 subjects were identified as learning disabled, while two of the 14 were identified as mildly mentally retarded with behavior disordered characteristics.

Target Behaviors: Three categories of behaviors were targeted for intervention within the eight studies. Of the 14 investigations, four focused primarily on social skills (e.g., increasing greetings, thankings, initiating conversations, and sharing behaviors; decreasing pouting and self-injurious behaviors); six primarily focused on instructional behaviors (e.g., on-task and attending to task); and four investigations focused primarily on academic performance behaviors (e.g., reading and mathematics). Of the four investigations that focused primarily on academic behaviors, three studies examined the effects of treating the primary behavior on a secondary instructional behavior (e.g., on-task and attending-to-task).

Design/Settings: Of the 14 investigations, nine multiple baseline designs were employed. Three of the eight multiple baseline designs were conducted across behaviors; four of the eight were conducted across settings; one was conducted across conditions; and one was conducted across both settings and behaviors. Of these nine multiple baseline designs, five employed fading procedures to the approach. Five of the 14 investigations utilized withdrawal designs (AB, ABC, ABAB, ABCAD, ABACD, ABACDE, ABABABABC) with fading procedures added to the approach. Of the 14 investigations, six occurred in a traditional local community-based school system, and seven occurred in a public school system located on the grounds of a mental health facility. One of the 14 investigations occurred at a community-based worksite.

Instruction Time/Treatment Duration: Of the 14 investigations, eight reported the length of time given to training and/or intervention. The longest time period required for training and/ or intervention sessions was 30 minutes and the shortest time period was three-minute sessions. Each of the 14 investigations reported the duration of treatment. The longest study concluded at the end of 45 weeks, and the shortest study concluded at the end of 3.1 weeks.

Generalization Strategies: All 14 investigations described in the eight studies employed metacognitive techniques as a treatment strategy to produce increased performance and generalization of behavior. One of the 14 investigations employed self-monitoring procedures; seven investigations employed self-monitoring with fading procedures; and two investigations employed a combined treatment package consisting of self-monitoring with either self-recording or self-instruction, both with fading procedures. Of the 14 investigations, two employed self-instruction, one of which incorporated fading procedures. One of the 14 investigations employed self-evaluation as a treatment strategy in producing increased performance and generalization of behavior.

Methods of Generalization Assessment: Of the 14 investigations, three collected data across settings using momentary interval time sampling procedures, and one collected data across settings using momentary interval observations. Four of the 14 investigations collected data on a single behavior across treatment variables: three using momentary interval time sampling procedures and one using frequency measures. Five of the 14 investigations collected data across behaviors: two using momentary interval time sampling procedures and three using frequency measures. One of the 14 investigations collected data across subjects using momentary interval time sampling procedures.

Outcomes: All 14 investigations reported successful generalization of target behaviors across settings, behaviors, subjects, and/or time. Of the 14 investigations, four reported

generalization of the target behavior across non-trained instructional and/or non-instructional settings. Three investigations reported successful generalization across both behaviors and non-trained instructional and/or non-instructional settings, and one investigation reported successful generalization across both conditions and behaviors in a non-trained, instructional setting. Four of the 14 investigations reported successful generalization of a single target behavior across treatment variables (e.g., self-monitoring with reinforcer; fading; self-monitoring/self-instruction; no tones, no reinforcers). Of the 14 investigations, one reported successful generalization across behaviors, and one reported successful generalization across subjects.

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

One purpose of this article was to present a sample of studies incorporating diverse treatment plans specifically designed to promote maintenance and generalization. The 14 investigations contained in the eight studies demonstrated the efficacy of metacognitive and generalization training. Training in the school setting (e.g., traditional local community-based school and public school located on mental health facility grounds) occurred in seven of the eight studies with subjects exhibiting either Severe Behavior Disorders, Mental Retardation, and/or Mild Learning Disabilities. To increase the probability that the training was durable over time and/or situations, treatment packages possessed strategies for facilitating maintenance and generalization. In reviewing the trends associated with the studies, the generalization strategies commonly employed were self-monitoring, self-instruction, training across settings, and training across more than one trainer. Self-monitoring seemed especially effective based on the apparent sense of control it gave the student across various settings. Even after visual prompts were faded, the subjects often incorporated the control in the form of self-talk. Several studies also found that the learned behavior increased in non-trained settings, thus giving evidence of generalization.

The interventions also appeared to enable the subjects to display the appropriate behavior with individuals other than the trainer. This gave rise to the notion that it was the intervention, not the trainer, that was the essential component of newly-learned behavior and application of the behavior in novel settings. Differences appeared in the studies with respect to settings in which treatment took place. Five of the eight studies occurred in a public school located on the grounds of a residential mental health facility (Kiburz, Miller & Murrow, 1984; Miller, Wheeler & Selinger, 1988; Fidishin, Miller & Prater, 1989; Chambers, Miller, Marshall & Selinger, 1988; Leichty, Miller, Burke & Prater, 1990). Obvious reasons for the graduate students choosing clinical settings were the factors of control involved. These settings were readily available; the staff welcomed academic and social intervention for its students; and there was a tight structure of control pervading throughout the program. Classes were also sufficiently small, enabling the graduate students to concentrate on one subject during a specified intervention time. Following successful acquisition of the desired behavior in the structured environment, the graduate students could proceed to foster practice and mastery training in a more unstructured environment.

Two of the eight studies further suggested that treating primary target behaviors (i.e., instructional deficits) can indirectly promote secondary target behaviors (i.e., appropriate classroom behaviors) among youth with disabilities. In the Miller et al. (1989) and Leichty et al. (1991) studies, each treatment was designed to promote either mathematics or reading skills. The studies charted both the subject's academic and classroom conduct change during the treatment. In both studies, the investigators reported concurrent gains in classroom conduct as the subjects' academic performance increased. The Leichty et al. (1991) study suggested, however, that the direct service time required to deliver instructional assistance may be greater than the amount of time required for modifying classroom conduct.

Wheeler et al. (1988) argued for training to occur in the natural environment. The subject was trained within the actual community-based worksite. Prater et al. (1991) and Osborne et al. (1986) conducted treatment during mainstreaming of the subjects into regular education classes. Conducting treatment in the natural setting facilitates generalization due to the diversity of settings, behaviors, and people that exist.

Each of the studies demonstrated that generalization can occur with differing populations of students with severe and mild behavior and learning disabilities. The studies also demonstrated that change can occur across a variety of settings, including a public school system within a residential mental health facility, traditional community-based schools, and in a community-based worksite. Further, the studies have demonstrated that studies can be designed and implemented by master's level graduate students who, at the time, had limited experience working in the schools with students who had been identified as having a disability. None of the graduate students had more than one semester of experience with implementing metacognitive strategies.

The literature is beginning to suggest that generalization can be promoted when practitioners and investigators attend to both the characteristics of intervention and the thoroughness of the treatment plan, as well as attending to the training, maintenance, and generalization processes. The literature remains unclear as to whether metacognitive strategies can be effective across a wide spectrum of recipient and trainer populations, schools, community and workplace settings, treatments, and behaviors. These studies demonstrated that limited success had been achieved with student populations with Severe Behavior Disorders, Learning Disabilities, and Moderate Mental Retardation in a limited number of residential and traditional community-based public education settings.

A second purpose of this review was to identify factors which limited the instructional and research utility of the studies. A significant drawback of the studies was the absence of training time reported in all but four studies. This failure makes careful analysis and replication of the experiment difficult. In order to be utilized in the classroom, the training times of the interventions should be within a realistic time-frame for teachers serving several students during a busy and possibly complex school day. Replication of the studies has been made difficult given the failure to provide time intervals required of teachers and students.

One major limitation of all but one of the studies was the failure to measure the effectiveness of the intervention outside of the structured school setting, where naturally occurring rein-

forcers are likely to support newly-learned and mastered academic skills and/or behavior. The one study that involved treatment outside of the general school setting did not seek generalization of behavior outside of the environment where training and work were integrated. Another limitation of the studies was the fact that all of the graduate students who conducted the studies had access to faculty members at their institution of higher education to assist with the formulation of treatment implementation and design. In addition, each of the studies was eventually used by the students as part of their Master's theses.

All of the subjects in the residential treatment program functioned in a highly-organized environment in which most of the educational staff were aware of the nature and goals of the treatment. As a result, it has been inferred that at least some of the staff either overtly or covertly supported the efforts of the investigator and thus may have contributed to the success of the treatment. In the study involving the moderately mentally retarded student, many of the staff at the job site were college-educated and were aware of the nature and goals of the treatment. Here, too, the nature of the environment and the awareness of the staff may have contributed to the program's demonstrated efficacy, and can be interpreted as limiting the implications of the studies.

The above limitations should not be perceived as negating the studies' effectiveness, nor as questioning the viability of metacognitive procedures to promote generalization of academic performance and socially-appropriate behavior in school settings. Clearly, more investigations must be conducted to determine the efficacy of the metacognitive procedure as a transportable tool from the school to the community and the workplace. Additionally, practitioners and investigators must design a treatment which seeks to foster the use and application of the skill and behavior beyond the environment and condition at which it is taught. Too frequently practitioners and investigators have failed to recognize the naturally- occurring reinforcers that can exist in a highly-structured public school program.

Further studies need to be conducted that address such issues as: 1) the content of teacher training that best contributes to effective instruction with consequent maintenance and generalization; 2) the duration of the teacher training; and 3) the level of environmental support that is needed to most effectively promote maintenance and generalization. Future studies also need to measure whether there is a difference in the performance of others in the same environment who benefit equally because of the increased structure, cueing, and feedback that was ongoing in the classroom.

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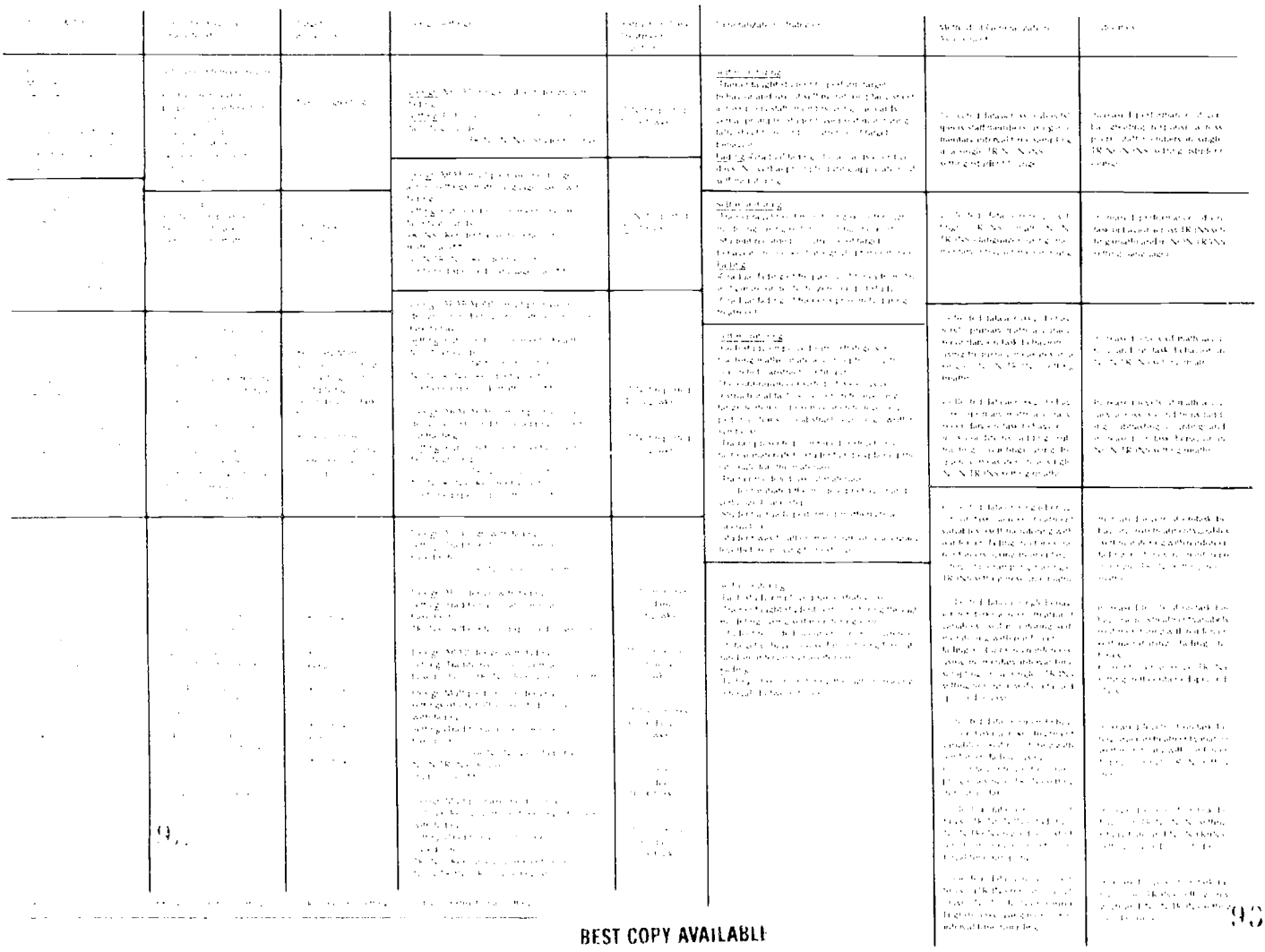

"THEY TELL ME I'M CRAZY": STUDENT RESPONSES TO BEING LABELED BEHAVIOR DISORDERED

by

William J. Behre, Thomas McIntyre, and Kathleen Rogers

William Behre is a teacher of Special Education in Brooklyn, New York. He has recently completed his Master's degree in Special Education at Hunter College in New York City and will begin his doctoral study at the University of Michigan in the fall of 1993. Thomas McIntyre, PhD, is a Professor of Special Education at Hunter College. Kathleen Rogers is a teacher of Special Education in New York City.

The issue of labeling students has been hotly debated in both the popular and professional press. The literature suggests that labeling not only helps define how an individual is viewed by society at large, but also how s/he views her/himself (Poole, Regoli & Pogrebin, 1986). Intuitively, this makes sense. If enough people tell us we are "weird" or "different" often enough, we begin to believe it.

In a school setting, where labels are often associated with the existence of special classes based on the ability and achievement, the literature seems to support this view. Studies show that grade schoolers who are labeled Learning Disabled tend to have lower self-esteem in an academic setting than their non-labeled peers (Bear, Clever & Proctor, 1991; Coleman, 1983, Morrison, 1985; Renick & Harter, 1989; Tilzer, 1987). An Academic Disability label tends to lower self-perception outside of the classroom as well (La Greca & Stone, 1990; Morrison, 1985). Similar results were found with students labeled Behavior Disordered (Leone, Price & Vitulo, 1986).

However, there are two camps in this debate. The first group sees labeling as a useful tool that helps professional educators classify and remediate the problems faced by their students; the other views labeling as a limiting convenience for educators that often works to the detriment of students. To these educators, labeling creates a so-called "self-fulfilling prophecy" in the psyche of the students as well as in the expectations of the teachers.

Among teachers, labeling is an old debate with positions that are continually being tested and re-defined. This discourse among colleagues is indispensable, but lacks an important component: consumer input. When other public service agencies wish to assess their practices, they often survey their clients. Special educators should do the same.

With this in mind, we decided to ask the consumers (students who were classified as Behavior Disordered and enrolled in public school special education programs) how they felt about themselves and their labels. Our goal was to determine if the students actually realized why they were in special education and, if so, how they felt about their placement. This survey provides some insight into their self-perceptions as well as the perceptions of those around them.

THE INSTRUMENT

Our questionnaire was administered to 47 sixth- through twelfth-graders enrolled in classes for children with behavior disorders in urban schools. Their academic skills varied widely, with the vast majority functioning well below grade level. Although students were told that the completion of the survey was optional, all chose to take part in the study. All students were assured by the researcher that responses would remain anonymous. In order to help control for limited reading ability, the survey was read to all of the participants. Four of the seven questions were presented in multiple choice format. The other three required written responses from the students.

Responses indicated that all of the 47 respondents considered and answered the questions seriously. While there was a fair share of one-word answers and an occasional unanswered question in this section, several of the students articulated their thoughts in an extended and often poignant fashion.

RESULTS AND DISCUSSION

When asked to complete the sentence, "Most of the kids in my class [are] ... ," nearly half (48.9%) of those surveyed considered their classmates "pretty normal" (the rest classified them as having behavior problems). In response to "What best describes you?," more than two-thirds (68%) of the respondents indicated that they did indeed have a behavior problem. [Choices were: "I have problems with my behavior"/"I don't have problems with my behavior."] Of this group, however, nearly two-thirds (65.6%) answered "no" when asked "Should you be in special education classes?" At face value, this appears to indicate that, while the majority of students were astute enough to realize their disorder, they showed minimal grasp of the cause-and-effect relationship between their behavior and the resultant classroom placement.

This contradiction seems consistent with the poor judgment skills often displayed by behavior-disordered pupils (Wood et al., 1991), and it is tempting to conclude that most of these students simply do not comprehend how the system functions and how their behavior influences their placement. However, this is not necessarily the case. The number of negative responses to the question, "Do you tell other kids you are in special education?" may indicate a strong social element that influences how they perceive themselves and react to their

classroom placement.

Of the students surveyed, less than one-third (31.9%) indicated that they freely reveal their special education placement to others. The other two-thirds (68.1%) said that they tell only good friends or no one at all. Nearly half (48.9%) of the students said that they experienced negative reactions to being labeled a special education student.

When asked, "How do other kids react if they find out that you are in special education?," the replies included: "Some of them laugh and I get angry"; "They tease me"; "Some try to make jokes. It gets me mad"; "Some kids understand and some don't. They automatically think you are slow or stupid, but I'm not. That's generally why I am quiet about it"; "It's kind of embarrassing"; "They will start calling me names"; "They think special education is for crazy kids"; "They think I am bad or crazy"; "They laugh"; and "They tell me I'm crazy."

Similarly, more than half (51%) of the surveyed students reacted negatively when asked, "How do you feel about being called 'behavior disordered' or 'emotionally disturbed'." Their comments included: "I feel hurt inside of me"; "Lose my temper. Scream"; "I don't think they should label anyone"; "I feel embarrassed because kids make fun of me"; "I feel dumb"; and "I feel like a retard."

Based on commentary like this, it is not difficult to understand why so many students expressed a belief that they should not be in special education despite their admission of behavior problems. Within their social context, special education is viewed as an inferior alternative that is often severely stigmatizing. To admit to needing a special education setting would be, for many of these students, akin to admitting inferiority. Denying a need for special education seems to be many students' was of saying, "Sure, I don't behave properly all of the time, but I don't deserve to be treated as an outcast."

Given the prevailing social context, the students who denied their need for special education behaved quite logically. Denying the need for special education placement, while admitting that they meet labeling criteria, is a minor contradiction when the alternative is to admit that one is weird or less than capable.

The results of this survey provide a glimpse into what seems to be an important underlying truth: behavior disordered students in special education classrooms seem to be acutely aware of the effects of the labels placed on them. The majority of these students react negatively to being labeled. If students strongly resent the very class that is supposed to help ameliorate their disorders, what are the chances of building the pride and positive climate needed to promote remediation? If our programs are to overcome the students' perception of them as stigmatizing holding tanks, we must find a way to develop a "user-friendly" system. It must better serve students without ostracizing them from their peers and engendering in them a potentially crippling self-perception. According to the students, our current system is failing on this front.

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LONELINESS, FRIENDSHIP, AND RESILIENCE

by

Joseph V. Burger, PhD

Joseph Burger is teaching at Dowling College. His work has appeared in *Perceptions* in the past.

Rejection - What a horrible experience. Do you remember having been chosen last of all the children - begrudgingly - to play on the team? No? Well, how about having researched and written a term paper or a long homework assignment - which you believed clearly deserved the Pulitzer Prize - or at least a grade of A+++, and at the top of the paper appears a C the size of a quarter - circled - in red - and a comment reading some pointless phrase like "Good Try"? Still no discomfort? Good. You've overcome a major obstacle. But - what about that special person who you noticed from afar - who you began to dream and fantasized about - in highly graphic sexuallly seductive erotic ways - who you could have forever and always in a state of perfect bliss? But who never noticed you? Or lied to you and cheated on you? Or was so much a part of your life and heart and mind for so very long - and then suddenly vanished without a care or concern for your shattered dreams and broken heart?

Rejection! - What a major loss! - And for a child or a teenager no less! And when it comes to matters of the heart are we not all still as vulnerable as kids? Well, there's a flip side to all of this hurt. It's called acceptance. - I accept you. I know you have blemishes. I know you're not perfect. *I'm* not perfect, so why should I expect you to be? And I see you as you are, not as I might reshape you. For you are a whole person, complete in mortal form and simply being you - with your own thoughts, your own experiences, your own perceptions - your own feelings. And you may not share all of *my* ideas and visions and emotions, and associations between them. But yours are certainly equally valid and of value, equally precious and unique. They are yours - they are you ... Now, didn't what I just said feel absolutely splendid? Didn't it somewhere deep inside you make you feel warm (even if in the tiniest place, in the teeniest manner)? - Special? Loved? Valued? - Being accepted just as you are? Right here? Right now?

Why must children experience rejection? Why is life so unfair? Well, say some adults, certainly such experiences toughen them up! "Hard weather makes for strong timber" - so they say ... Helps put things into perspective - or does it? I mean, what if I am rejected repeatedly? Over and over and over -- by many people. Perhaps *nothing* I do is acceptable! - apparently not to *anyone*! What must I do to be loved? Oh -- you can't love me, huh? - OK. -What then must I do be liked? - Oh, I can't be liked? Well, what about being acknowledged? No? You won't acknowledge me? That's so unfair! That hurts! Well what about just recognizing me? - I mean, Here I am. - Just look my way - *Look at me*! - Please? Can't you just notice me? - You know, I *do* exist. I *do* have feelings. - (Ha! How can I talk to you about feelings when you don't even see me or hear me? - When I don't matter to you because I don't exist!) - Perhaps this what dying alone feels like. Latent lives of children with unseen, unheard existences.

And so it goes - a child who does not even exist - not to parents, not to teachers, not to siblings, not to schoolmates - a child whose loneliness is so palpable - to him/herself at least, if not to others - that s/he actually spends every waking moment totally unable to see through the emotional fog.

O.K. Let's try not to slip into the typical "diagnostic/ prescriptive mode" right away. Classifying and clarifying, analyzing and defining people's behaviors. Rather, let's consider what we already know about what works - what increases the odds for saving this youngster from a life of hell, from an isolated, alienated existence, perhaps even from severe depression and suicide. - DSM III is certainly necessary, but not right this second... O.K. - Feelings! Let's look at Loneliness (with a very capital L). Loneliness is indeed rooted in friendlessness.

In an article entitled "Sidelined by Loneliness," by Richard Flaste (the New York Times, the Good Health Magazine, dated April 28, 1991) the author discusses this subject with clarity and sensitivity. Flaste explains that today childhood friendships and friendlessness have become subjects of renewed interest and concern to mental health professionals and educators who are seeking models and strategies for the development in children of social skills and interpersonal strengths. More importantly, say Robert L. Selman and Lynn Hickey Schultz in *Making a Friend In Youth* (University of Chicago Press, 1990), such instruction provides fundamental building blocks for future intimacy. Nearly a half-century ago, Harry Stack Sullivan vigorously affirmed this position, and in recent years, the mental health/education community has come to recognize the value of trust-building friendship in the development and maintenance of healthy resilience. Yet, again, we need to emphasize that there is a healthy form of resilience wherein a child's friendships and/or mentorship is filled with warmth, care, patience, guidance, nurturance, and complete acceptance ... And there are unhealthy mentorships as well which can twist and cripple the child's sense of worth, definition of right and wrong, and focus of purpose. If we were to consider an example of such a relationship even under questionable circumstances, such as that between the affable yet conniving and manipulative Fagan and Oliver Twist, it stands in marked contrast to the danger imposed by Bill Sykes upon Oliver, Nancy, and the child thieves as described by Charles Dickens. Even a thief like Fagan tries to build a relationship which enhances resilience. Sykes, on the other hand, is monstrously intimidating - a truly unhealthy, dangerous "mentor."

Do you remember a time in your life when you were the "new kid on the block"? Or when you felt inappropriately dressed for an occasion? Or you had no idea what your companions were talking about? Or you were lost and confused in the midst of a crowd? Or everyone was laughing convulsively at a joke and you could not recognize the "humor"? Perhaps even being the subject of the joke yourself. ? - Thus do so many people develop a

discomfort with unfamiliar territory. Thus do they experience internal stress, self-doubt, and fear of "novelty". And so, again, without proper, caring guidance, some succumb to this psychic pain - associating any novel experiences with potential pain, ridicule, scorn, shame, or failure. Clearly, such a person needs lots of encouragement and reassurance. Can you imagine going through life always feeling fearful, always feeling intimidated, always unsure and insecure - and never knowing that, as the song goes, "You've Got a Friend"? How is one to learn how to gauge the rapids, test the waters - become healthy and resilient - without at least one healthy, caring friend to say "It's okay ... I love you. I accept you. I understand, and I'm here for you. You can trust me."? Without this, there is no safety net, and therefore, there is little opportunity to develop social competence. Again, in the review noted previously, "Sidelined by Loneliness," Richard Flaste mentions that Stephen Nowicki, Marshal P. Duke, and other psychologists at Emory University have been studying degrees of social competence in children who seem "unable to decipher the unspoken cues of others. They can't tell from facial expressions or body movements or inflections in the voice what other kids really mean. They do everything wrong." (pp. 22-23) And certainly such a collection of errors and misunderstandings can lead to disastrous long-term social consequences. - Imagine NEVER reading social situations correctly! - ALWAYS being mistaken!

So, what can parents and teachers and other helping mentors do to strengthen such a child's social competence and hopefully, in turn, help her/him develop and maintain healthy, rewarding friendships? Suggestions: Prevent children from establishing reputations as "a wimp," "a bully," "a nerd," or "a baby" by discussing stories from books and films and television programs whose characters have to solve realistic life problems and handle interpersonal conflicts. From the earliest of years, guide children in the art of inquiry and social discourse. Permit them and encourage them to inquire about the why's and how's that things occur as they do. Encourage curiosity. Introduce and nurture an appreciation for novelty. Play and laugh and explore; - and model these behaviors by doing them along with the child. But, above all, if the youngster tries and fails - do not berate him/her. Do not give up. Do not blame and shame her/him. What is necessary is continued encouragement and guidance. Reminders without harassment. Support without threat. Challenge without shame. Children need to be inspired by experiencing positive outcomes and healthy role models, knowing that someone does care - a true friend and, one hopes, a competent coach. An attentive ear, an honest appraisal, and a warm gesture go a long way toward enhancing a child's ability to learn and master -or at the very least to attempt new skills. Establishing self-trust as opposed to self-doubt. Offering and receiving clear and manageable behavioral feedback as opposed to general non-constructive statements such as "Can't you see? Can't you get it right? Why don't you try harder? What's the matter with you?" and on and on. And if you, as a parent or teacher are running out of patience, find your own mentor or support team, and solicit a pep talk. Take a deep breath and get back on track. Do not self-destruct!

And what of the creative spirit? Psychologists such as Howard Gardner, David Henry Feldman, Howard Gruber and many, many others have for years studied and pondered the nature of intelligence and the creative qualities and characteristics of children. And they have consistently agreed that their respective research findings indicate that several key elements must be available for youngsters - or adults - to maximize their creative potential. These elements are clearly the innate abilities - prodigiousness - with which the child is brought into this world. Thus, an autistic youngster who evidences severe verbal, perceptual, behavioral, and intellectual deficits or abnormalities, may also demonstrate a keen, profound talent in a particular area of ability. The savant child may be an incredibly competent and creative visual artist - painter, sculptor, cartoonist - or a gifted musician/composer - or mathematician. So, innate genetic substrates are significant. But also, another significant element to realize maximum creative potential is the fire and the interest which fuels the creative genius in us all. Clearly, if the child were not excited, ignited, intrigued, inspired by his or her area of talent s/he would not enjoy the rigorous program of practice which is necessary to improve performance. And in addition to the innate, perhaps inherited ability and the interest in and enjoyment of the activity, and the repeated practice, the child must also receive encouragement and support from someone who truly believes in the youngster's ability to succeed. - And finally, the child's success will be enabled by a competent coach or guide or mentor - simply a caring, resourceful, and patient teacher/friend.

Wouldn't it be a better world is we could each adopt an attitude of acceptance toward one another? - an "attitude of gratitude" for living in a world of differences in which each child can be appreciated and applauded for his/her own unique and precious qualities? Wouldn't it be wonderful to love and be loved? To care and be cared for? And why not smile more? And stop a moment and really pay attention when we say to someone in passing "Hi. How are you?" And not walk on when they begin to actually tell us how they are? Boy! Wouldn't it be beautiful knowing that we took the time to make the difference in someone else's life? I like to believe the expression that "what goes around, comes around." Despite the evils in this world, both natural and humanly-produced, good DOES triumph. Kindness is the better way. Hope does exist. Creativity can flourish. And every act of love brings us a step closer to a peaceful world.

REFERENCES

Flaste, R. (1991). Sidelined by loneliness. *The New York Times*, April 28.

Selman, R.L. & Schultz, L.H. (1990). *Making A Friend of Youth*. Chicago, IL: University of Chicago Press.

CALLING FOR STORIES

In a future issue of *Perceptions*, the editors would like to focus on STORIES. The intensity and value that a person's stories may have is evidenced in Robert Coles' book, *The Call of Stories*. We hope to compile a collection of stories from professionals, parents, students, and children that capture important experiences in people's growth. If you have a story (how you entered the profession), or a meaningful, sustaining experience in your worklife, or how you have learned to deal with the stress, demands, and joys of being with individuals with emotional disturbances, please submit it to us for consideration. If you have a student's writings or artwork with which you are both pleased, just obtain a release and send them to us for review. If you are publishing collections of writings in your school or agency, perhaps you would submit an article describing that process. Submission results in careful consideration of the document, but not necessarily in publication. Join with us in celebrating STORIES.

Please send submissions to: Lynn Sarda, Editor, Perceptions, Old Main Bldg., Room 212, SUNY, New Paltz, NY 12561. Thank you.

OPEN TO VISITORS?

Is your classroom/school/agency open to visitors? Do you have a unique program, a special facility, an effective curriculum, an innovative strategy, or a model school that could be showcased? If so, please send to the editor the following information to be reviewed for publication for ANYSEED members who wish to visit:

Name of School/Agency:
Address:
Contact Person:
Telephone Number (incl. area code)
Best Time to Call:
Programs to be Viewed:

Please be aware that any such recommendation should have prior approval of your school/agency administrator

LETTERS TO THE EDITOR

Letters published in *Perceptions* do not necessarily represent the views of the editors or the ANYSEED organization. Receipt of a letter does not assure its pubication. Considerations include space limitations and content appropriateness. The editors reserve the right to edit letters. All letters received will become the property of *Perceptions*.

Letters should be sent to:
Lynn Sarda, Editor, Perceptions
Old Main Bldg., Room 212
State University of New York
New Paltz, New York 12561

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Please let us know of your change of address by notifying:

Claire Roman, Membership
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ANYSEED 1993 - 1994 BALLOT FOR OFFICERS

Directions:
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2. Please vote for each office indicated.
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ITEM OF INTEREST FROM OUR READERS!

One of our readers asked that we initiate a list of teachers whose students would enjoy being pen pals. So, if you are currently teaching a group of students and would like to set up a pen pal letter exchange with another class, please let us know. Remember to get administrative approval before furnishing us with the following information to be printed in *Perceptions*:

PEN PAL REQUEST:

I would like my class to become involved in a pen pal letter exchange. I would like *Perceptions* to print the following information:

School Name/Address:
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I have obtained administrative approval for the above information to be listed in *Perceptions*.

_____ _____
Signature Date

Return the completed form to Lynn Sarda, Editor, *Perceptions*, Old Main Bldg., Room 212, SUNY, New Paltz, NY 12561.

COLLABORATIVE CONFERENCE RECAP

If you attended ANYSEED's Collaborative Conference on March 11-14, you were involved in history. This conference brought together eight organizations dedicated to the development of "best practices" in the education of emotionally disturbed/behaviorally disordered children and youth. It went far beyond a New York State gathering: national and regional experts representing 25 states addressed all aspects of teaching, transitioning, and training of ED/BD students.

The conference attracted over 600 people from every corner of New York State and several neighboring states. Presenters from 25 states provided 80 workshops. Most commented on the national scope of the overall program and the topflight keynote speakers.

The conference theme, "Collaborative Efforts: Educational Efforts Through Shared Experience," was addressed from opening gavel to the Sunday morning wrap-up in workshops and by the keynote speakers: Long, Goldstein, Guetzloe, Gloeckler, Mendler, and Fogarty. Despite the blizzard, over sixty attendees were present for the Sunday morning panel finale.

A surprise speaker attended lunch on Friday. The New York State Board of Regents Chancellor, Carlos Carballada, addressed the gathering concerning New York State collaborative efforts.

Each afternoon, participants were treated to a soda, ice cream, or yogurt break, while having the chance to win great prizes donated by area vendors and businesses. Prizes included tickets to an amusement park, baseball games, food outlets, overnight stays at the Marriott Courtyard, and Escape Weekends from Marriott. (Donating companies are listed elsewhere in this issue.)

A special bonus was added Saturday afternoon when the Great Blizzard of 1993 arrived. Most conference attendees stayed on and had a delightful time.

The banquet that evening featured a mouth-watering prime rib dinner, and was followed by an evening of singing, dancing, and skits. All participants were invited by the Marriott to attend a special concert in the front lobby by the Wheaton College Women's Choir from the Chicago area who had sought shelter from the storm and wanted to treat other stranded travelers. They were great!

Everett F. Kelley
Collaborative Conference Chairperson

NOTICE–NOTICE–NOTICE

The ANYSEED Executive Board at their meeting on November 15th, 1985 voted unanimously to discontinue distribution of free issues of PERCEPTIONS to its mailing list and/or other interested persons. Future free distribution will be made ONLY to members of ANYSEED. This policy took effect with the first issue following the 1986 Special Conference Edition. The Board established an $8.00 per copy price for individual issue requests and a $30.00 annual subscription rate for this publication. Institutional subscription rates were set at $10.00 per individual issue or $36.00 per annual subscription. Institutional multiple copy rate will be $100.00 for ten (10) copies of each issue.

Subscription requests will be accepted in any year to commence with the Fall issue. Non-members wishing to subscribe should complete the following form and return it with their remittance.

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Advertisements

Advertisements in the journal, PERCEPTIONS, reach many people throughout the country. Teachers, administrators, therapists, parents, and state education officials make up much of the readership of PERCEPTIONS.

The advertising rate schedule is as follows:

Advertisement	One Time	Two Times	Year
1/3 Page	$75	$125	$200
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Full Page	$200	$300	$500
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May 19th, 1993

Dear ANYSEED Member:

For the past six months, President Bob Aiken has participated with the leaders of other parent and professional organizations who advocate for children with disabilities throughout New York State in an attempt to restore the Office of Special Education Services. Last summer, Commissioner Sobol abolished that office and the Assistant Commissioner position whose role it was to insure that children with disabilities remain a top priority of the State Education Department.

In an attempt to achieve the goal of this coalition, Senator Nicholas Spano of Westchester County has introduced a bill S5469 that re-creates this office and will forever safeguard the interests of our children. Please send a letter (or fax) of support for this extremely urgent legislation so that the support system that has been developed for students, teachers, and parents over the past 15 years will not be eroded. The key legislators (other than your local Senator and Assemblyperson) are the following:

Senator Nicholas Spano
Room 817, LOB
Albany, New York 12247
518-455-2231

Senator Charles Cook
Room 512, LOB
Albany, New York 12247
518-455-3181

Assemblyman Angelo Del Toro
Room 836, LOB
Albany, New York 12247
518-455-4717

Assemblyman Alan Hevesi
Room 943, LOB
Albany, New York 12248
518-455-4926

Thank you for your support of this effort on behalf of the children you serve.

Sincerely,

T. Mark Costello

29th ANNUAL ANYSEED CONFERENCE
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--CALL FOR PAPERS SUBMISSION FORM--

WANTED: Presentations by teachers, university professors, administrators, trainers, researchers, psychologists, social agencies, child care workers, and other persons involved with programs for emotionally disturbed students.

BE SURE TO SEND:

_____ Original and a copy of completed form.
_____ Two copies of workshop description (100-150 words) to be included in conference program brochure. Include FULL TITLE, PARTICIPANTS NAMES and TITLES and SCHOOL or PROGRAM.
_____ Two copies of a 500-word summary to be used in the BRIEFS column in the ANYSEED publication, *Perceptions*. Summaries should be presented in a format conducive to being reprinted in a journal. ANYSEED reserves the right to edit articles. Submission of this form constitutes permission to reprint this summary in *Perceptions* and/or other ANYSEED publications.
_____ Three (3) self-addressed, stamped envelopes.
_____ One 3x5 card for each participant. Each card should include the participant's name, title, school/program, home address, home phone number, work address and work phone number. Also, please include any other biographical information to be included in the conference brochure. Limit 4 presenters.

RETURN TO: Lynn Altamuro
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PLEASE CIRCLE THE DAY AND TIME THAT YOU PREFER TO PRESENT:

March 25th - AM or PM
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ANYSEED Conference Committee assigns workshops based on several criteria. The committee will make every effort to respect your preferences. If you are unable to present during a specific segment of the conference, please note that here: _____

WORKSHOP TITLE: _____

WORKSHOP PARTICIPANTS: _____

CONTACT PERSON:
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1st Call! Submit Your Proposal Early
Submission Deadline: October 1993

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___60 Minutes _____90 Minutes _____ 180 Minutes
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Contact one week prior to conference with preregistration numbers: _____No _____ Yes

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_____ Mainstreamed Public School
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Date Rec'd: _____ Date Com. Reviewed: _____
Accepted: _____ Rejected: _____
Day: _____ Time: _____
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- DON'T BE LEFT OFF THE PROGRAM - SUBMIT PROPOSAL EARLY -

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Perceptions

Volume 27, Number 4 SPRING 1993

A Publication of the Association of New York State Educators of the Emotionally Disturbed

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