

Professional Committee

A committee consisting of education and child service professionals has been meeting to identify the most successful and promising approaches to supporting and educating this population of students that have historically challenged our education community.

Membership

Phil Blea *Marion County*

Brandon Breeden *Portland SD*

Cynthia Christensen *Evergreen SD*

Tonya Coker *Willamette ESD*

Michael Conn *Reynolds SD*

Randi Cooper, *NW Regional ESD*

Robin Donart *Maple Star*

Don Doorman *Lebanon ESD*

Dawn Dottrell *Marion County MH*

Janine Francolini *Flawless Foundation*

Autymn Galbraith *Dallas SD*

Ruth Gelbrich, *Salem-Keizer SD*

Sara Gelser, *State Representative*

Kevin George, *Oregon Department of Education*

Devora Gramson, *Clackamas ESD*

Kathleen Horgan, *Mid-Valley Behavioral Care Network*

Stephanie Hunter, *Oregon Technical Assistance Corp*

Gerardo Ibarra, *Woodburn SD*

Stuart Jackson, *Portland SD*

Ajit Jetmalani, *OHSU*

Ed Keating, *Portland SD*

Erik Kola, *OHSU*

Jan Lacy, *Yamhill County*

Mike LaFramboise, *Portland SD*

Bob Lieberman, *SOASTC*

Cherisse Loop, *Oregon Department of Education*

Michael Mahoney, *Oregon Department of Education*

Brent McClain, *Oregon City SD*

Verda McClain, *Willamette ESD*

Drew McWilliams, *Morrison Kids*

Jim Mills, *Bend SD*

Jon Reeves, *Head Start of Marion & Polk Counties*

James Sanders, *Lake Oswego SD*

Kristina Sheppard, *Newberg SD*

Stacey Sibley, *Willamette ESD*

Jordan Spikes, *Willamette ESD*

Catherine Stelzer, *Oregon Department of Education*

Whitney Vail, *Oregon Youth Authority*

Stephanie Whetzel, *Salem-Keizer SD*

Kurt Wolf, *Portland*


Committee members shown in bold are the representatives testifying at the Education Committee

Professional Committee




Equitable support for students with challenging behaviors

School Shooting Victims
1999-2009



Goals
Jordan Spikes



- ☞ Decrease violence in schools
- ☞ Reduce number of restraints, seclusion, suspensions and expulsions
- ☞ Create common language
- ☞ Participate in a work group to make recommendations for the P-21 system

School Experience of Family and Youth

Jan Lacy and Lara Carranza

- ☞ Understanding of mental health needs
- ☞ Need for proactive planning
- ☞ Need to address barriers to Individual Education Planning (IEP)
- ☞ Communication and relationships
- ☞ Stigma
- ☞ Self-esteem

Treatment

Dr. James Sanders & Dr. Whitney Vail

- ☞ Brain development
- ☞ Response to stress
- ☞ Epidemiology (ACE's study)
- ☞ Bad news/Good news
- ☞ Change in perspective
 - ☞ Skill not Will
 - ☞ Relationship, relationship, relationship

Special Education Perspective

Randi Cooper

- ☞ Implementation of contemporary and evidence-based practices
- ☞ Reduction of:
 - ☞ Physical restraints
 - ☞ Seclusions
 - ☞ Staff Injuries

Implementation Results
2012-13

— ❧ —

- ❧ 31.5% reduction in physical restraints and seclusions from previous school year
- ❧ Four focused students' REDUCTION in physical restraints/seclusions results:
 - ❧ Student A: 100%
 - ❧ Student B: 100%
 - ❧ Student C: 94%
 - ❧ Student D: 40%

General Education Perspective
Brent McClain

— ❧ —

- ❧ Very few classroom supports
- ❧ Response is typically reactionary – not proactive
- ❧ System is cyclical and punitive
- ❧ Root problem is never addressed
- ❧ Systems-based approach is needed

Early Childhood Perspective
Tonya Coker

— ❧ —

- ❧ Implementation Outcomes:
 - ❧ Reduction in challenging behavior
 - ❧ Increase in rate of skill development
 - ❧ Decrease in teacher stress
 - ❧ Parents feeling empowered



The Flawless Story
Janine Francolini

— ∞ —

- ☞ Public Health and Education Emergency
- ☞ School to prison pipeline
- ☞ Environments
- ☞ School is the work of children

“Love and work... work and love, that's all there is.”
-Sigmund Freud

Wrap Up
Stacey Sibley

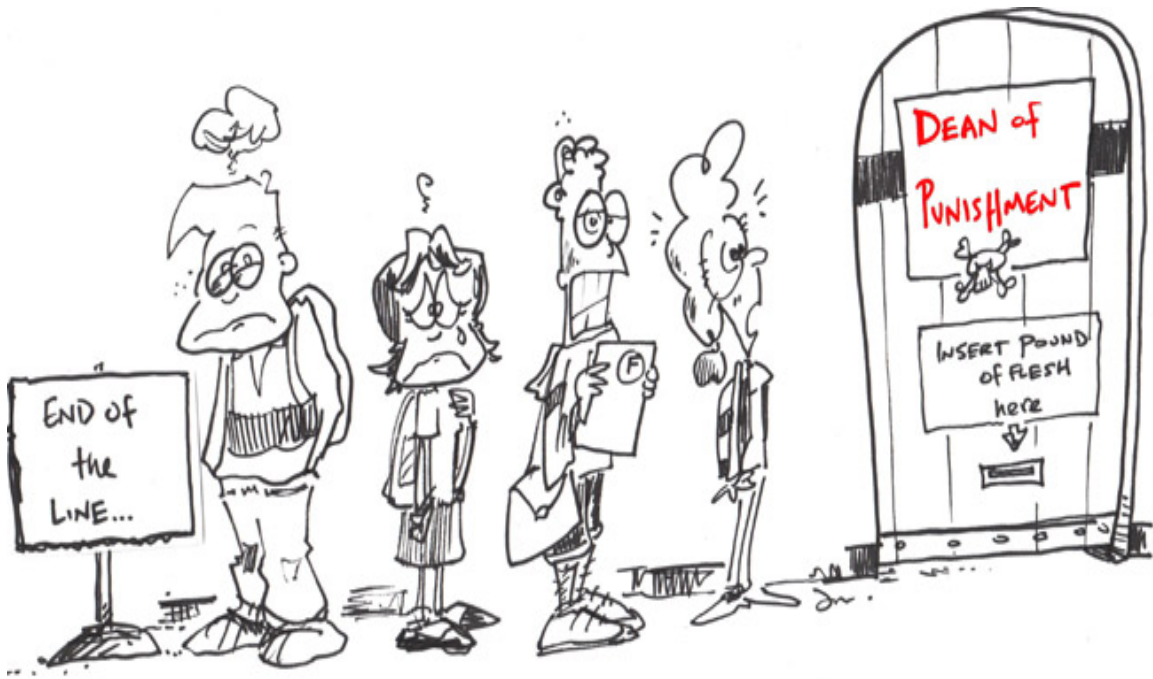
— ∞ —

- ☞ 44 school shootings since Sandy Hook
- ☞ In 2011, 58 out of every 100 students with disabilities in Oregon dropped out of school
- ☞ Oregon's 2010 suicide rate is 35% above the national average
- ☞ 67%-70% of youth in the juvenile justice system have a diagnosable mental health disorder
- ☞ Up to 44% of youth with mental health problems drop out of high school

Where Do We Go From Here?



- ☞ Increase understanding and awareness
- ☞ Reach 40-40-20 goal
- ☞ Participate in a state-wide work group to make recommendations to the P-21 system

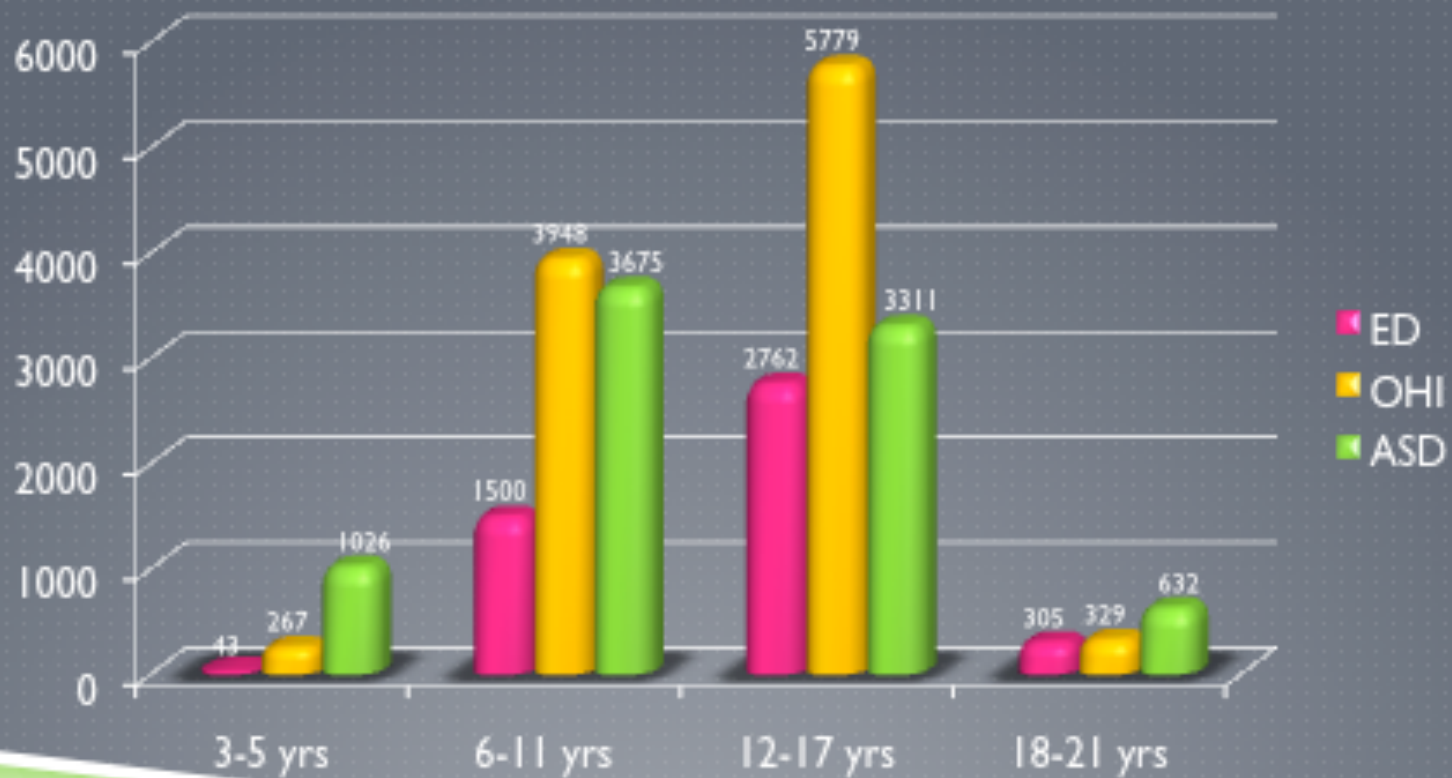


"IF WE KEEP doing what we've always done...
...we'll keep getting what we've always gotten!"

Who are the students we are talking about?

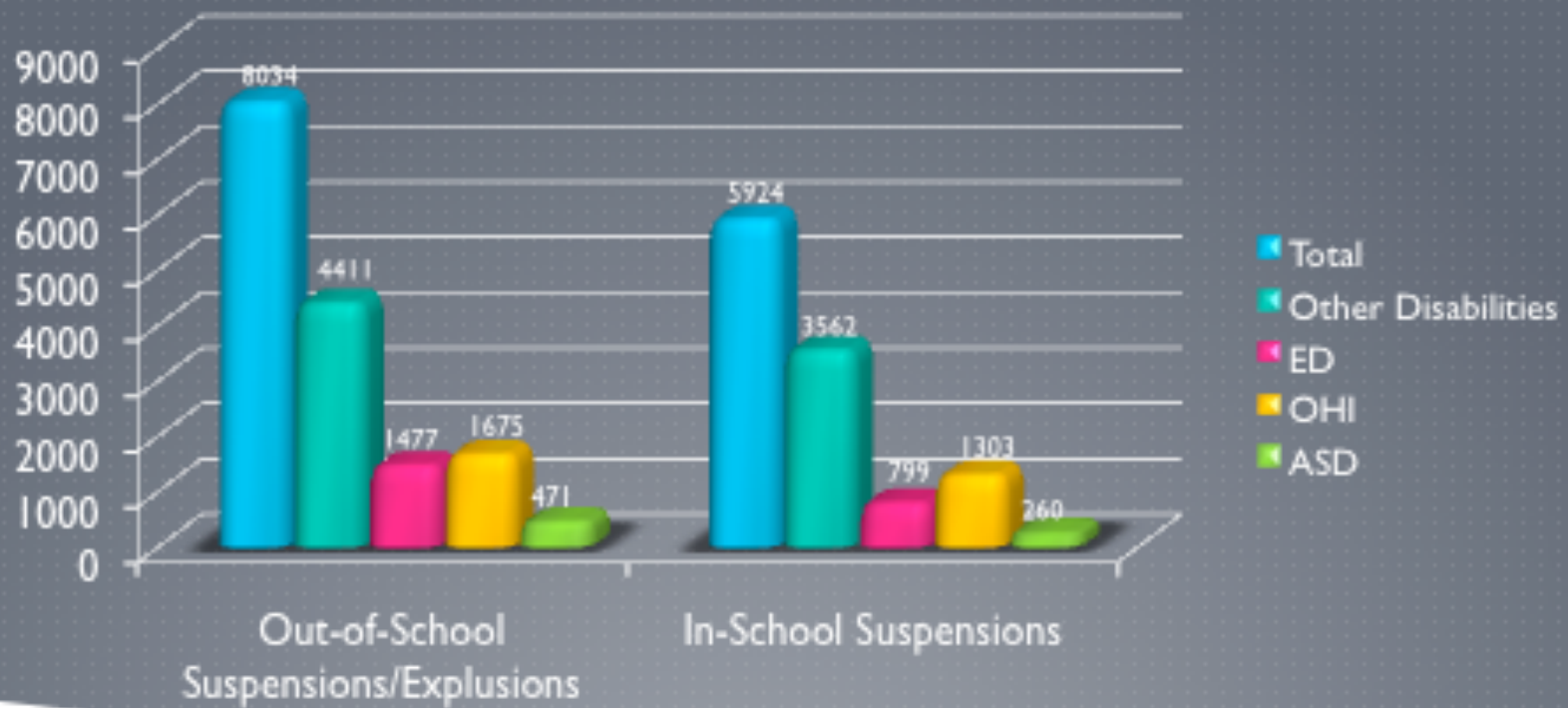
- Students with challenging external and internalizing behaviors including (but not limited to): anxiety; depression; Post Traumatic Stress Disorder; Attention Deficit Hyperactivity Disorder; etc.
- Students with multiple restraints and seclusions
- Students with multiple suspensions and expulsions
- Students who are dropping out of schools
- Students who are in danger of attempting suicide
- Students who are in, or are at risk of entering, the correctional system

Oregon Students with Emotional Disturbance (ED), Other Health Impairment (OHI), and Autism Spectrum Disorder (ASD) in 2011



*Information from Oregon Department of Education website @ <http://www.ode.state.or.us/searchpage07=3549>

Oregon Students with Disabilities Disciplinary/Removal 2011-2012 Data



*Information from Oregon Department of Education website @ <http://www.ode.state.or.us/search/pag02-3549>

2010-2011 National Graduation Rate

- Three states rated lower than Oregon for students who graduated in 2011.
- Seven states rated lower than Oregon for children with disabilities that graduated in 2011.

All Students

- ▶ Nevada 62%
- ▶ New Mexico 63%
- ▶ Georgia 67%
- ▶ Oregon and Alaska 68%

Children w/Disabilities

- ▶ Nevada and Mississippi 23%
- ▶ Louisiana 29%
- ▶ Alabama and Georgia 30%
- ▶ South Carolina 39%
- ▶ Alaska 40%
- ▶ Oregon 42%

<http://www.ed.gov/news/press-releases/states-report-new-high-school-graduation-rates-using-more-accurate-common-measur>

Suicide

- ▶ More teenagers and young adults die from suicide than from cancer, heart disease, AIDS, birth defects, stroke, pneumonia, influenza and chronic lung disease combined.
- ▶ Nationally, suicide is the third leading cause of death in youth ages 15 to 24¹.
- ▶ In Oregon, suicide was the second leading cause of death among youth 10-24².
- ▶ Oregon's 2010 suicide rate is 35% above the national average.

¹ http://www.nami.org/Template.cfm?Section=federal_and_state_policy_legislation&template=/ContentManagement/ContentDisplay.cfm&ContentID=43804

² <http://www.azcap.org/cs/occap>

DAILY NEWS

Crime

School shootings happen every 10 days since Sandy Hook, gun control groups find

Mayors Against Illegal Guns — co-founded by ex-New York Mayor Bloomberg — and Moms Demand Action for Gun Sense in America compiled the grim tally of 44 shootings since the Newtown, Conn., tragedy in December 2012.

BY [JOSEPH STRAW](#) / NEW YORK DAILY NEWS

WEDNESDAY, FEBRUARY 12, 2014, 10:03 PM



ELISE AMENDOLA/AP

Sen. Chris Murphy (D-Conn.) says the 44 school shootings that have happened since Sandy Hook Elementary School in Newtown are 'unacceptable.' Thirteen occurred in the first six weeks of 2014.

WASHINGTON — A stunning 44 school shootings have claimed 28 lives since the massacre at Sandy Hook Elementary School shook the nation.

Mayors Against Illegal Guns — co-founded by former Mayor Bloomberg — and Moms Demand Action for Gun Sense in America compiled the grim tally of one

shooting every 10 days since the Newtown, Conn., tragedy in 2012.

The groups counted 13 school shootings in the first six weeks of the new year alone.



MARILYN NEWTON/AP

Law enforcement gathered Oct. 21 at the scene of a shooting at Sparks Middle School in Sparks, Nev. A teacher was killed and two boys were wounded in the attack — one of 44 such shootings since Sandy Hook Elementary School, according to Mayors Against Illegal Guns and Moms Demand Action for Gun Sense in America.

The numbers shocked Carlee Soto, whose sister Victoria Soto, 27, died at Sandy Hook shielding her students. She said Wednesday she will not relent until tighter restrictions on guns pass.

“My sister should be making Valentine’s Day mailboxes with her students this week,” Soto said.

“I will not give up hope for a safer tomorrow. And I will not stand by and let more Americans be murdered. I will stand up for my sister.”



JUSTIN LANE/EPA

People gather outside a firehouse near the Sandy Hook Elementary School following Adam Lanza's mass shooting that killed 20 students and six faculty members.

Sen. Chris Murphy (D-Conn.) called the statistics “absolutely unacceptable” and said, “At this rate it’s only a matter of time before another Newtown happens.”

On the morning of Dec. 14, 2012, 20-year-old Adam Lanza walked into the Newtown elementary school with an AR-15-style rifle and killed 20 students and six faculty members.



KEVIN P. COUGHLIN

Law enforcement and medical personnel respond to the shooting at Sandy Hook Elementary School in Newtown, Conn.

Five months later, Senate Majority Leader Harry Reid (D-Nev.) pulled a bill requiring universal background checks for firearms purchases because he lacked the votes to pass it.

Gun control legislation is unlikely to be taken up in this election year.

The groups found that 70% of post-Newtown shootings were carried out by minors, and three-quarters involved guns brought from home.

Rep. Carolyn McCarthy (D-L.I.), who ran for Congress after her husband was killed and her son wounded in the 1993 Long Island Railroad massacre, told younger activists to follow Soto's lead.

“Don’t give up,” McCarthy said. The congresswoman, who has lung cancer, said she is retiring from Congress “but I’m not retiring from this fight.”

With Dan Friedman

Am I Worthy?: The Psychology of Self Esteem

| Alyssa Siegel | November 2013 - Issue 9 | 10 Comments
Psychology Tomorrow Magazine

Positive self-esteem to many is an illusive and almost mythical force. It feels intangible – something aspired to but hard to grasp, much like forgiveness or trust. We all want it, yet most of us have no idea how to get it. It appears to be a key that unlocks many other things we strive for in life: job success, romantic involvement, social satisfaction. I have spent years trying to understand the concept of self-esteem by studying those who seem to possess it. Is it how they look? How they think? What they do? While it often seems to be largely based on behavior, most often it is correlated with cognition as well.



This in and of itself can be an empowering notion. When we understand that self-esteem is based on making choices and taking actions in accordance with our beliefs and values, we recognize that we can learn to have control over our sense of self-worth. We are not forever victims of past circumstances. No one can deny that a child who is told that they are smart and powerful and beautiful will be more likely to thrive and to develop high self-esteem than a child who is told repeatedly that he or she is stupid and ugly or that a youth whose body is abused by another will be at a disadvantage

when it comes to gaining a personal sense of power and worth. Or that an adult who gets praise, from a partner or boss will most likely feel more confident in his or her work and more capable of managing criticism. But while these things heavily impact our sense of self-worth, they do not necessarily dictate it. Some people who are raised with neglectful or critical parenting grow to have strong self-esteem. Some people, who by circumstance seem to have everything going for them, somehow do not.

How do I know this? Because I try to show clients with low self-esteem their strengths, their beauty, their wisdom, their inherent value, and alert them to discrepancies in their perceptions of themselves. Yet while the experience of my perception of them feels good for a moment, the feeling is so often fleeting. It just won't stick.

I've come to understand that self-esteem is like a seed that only roots through nurturing and tending. For some, like myself, it grows slowly over time. In my late thirties, I have the confidence and perspective to say that my positive beliefs about myself have shifted dramatically from what they were when I was in my twenties. It's easy for a young person to base their worth on arbitrary values like looks, popularity or success, all of which are transient qualities.

Comparison played a strong role in threatening my self-esteem as an adolescent and young adult. When we compare ourselves to those who have more money or are more beautiful or successful, we place ourselves in a hierarchical system rather than on a

continuum of varying strengths and skills. With a good deal of vigilance, I have learned to soften these feelings by keeping my positive qualities in the forefront of my consciousness. I have proven through my actions that I have much to offer others and have grown to appreciate and celebrate what others have to offer me. The things I love about myself today are substantial, lasting because they are shaped by actions that grow from the deepest levels of my character. I am compassionate and kind; I am thoughtful; I do my best to act and speak with integrity; I admit when I mess up; I try hard; I like to learn because I value intelligence and I think I'm pretty smart. I give people the benefit of the doubt and I can find common ground with just about anyone. When I first began practice as a young counselor, I feared that youthful feelings of competition or envy, particularly of other women, might interfere with my work. But my experience has proved the opposite. I may not be as beautiful as I once was, but the gratification I feel now in guiding other women to find their truest paths makes me feel better than most other things.

Besides making comparisons, shame plays a big part in lowering self-esteem. If there were a single human emotion that I could magically rid the world of, it would be shame. Even so, feelings of shame have taught me to be more aware of what I value and not to make choices or take actions that contradict them. I have felt shame over choices I've made in the past; among my greatest has been a pattern of finding distraction and comfort in a potential new love interest before closing out my present relationship. Once I recognized this pattern and changed it I was released from the accompanying shame.

Over the years I have worked to identify many of the behaviors that are in conflict my core values in an effort to align my actions with my beliefs. When I sense even the slightest feelings of shame, it acts like an alarm. I wake up and quickly change to move in the direction of greater authenticity. And it makes me feel awesome. Strong. Honest. Like I have integrity. Like I am a good person. And, if I unwittingly violate my own values, I do my best to forgive myself. I think about what led me to do so, I learn from it, and then I let it go.

In a blog I wrote years ago, which was recently posted in this magazine, I focused on physical factors and socially held beliefs that were the root cause of low self-esteem especially in younger women. Weight, shape, age and societally chosen standards of beauty are features that carry a disproportionate influence on our self-esteem and self-worth. Interestingly, the blog received several comments speaking to the idea that appearances serve as indicators of how people care about themselves and show regard for important qualities such as hygiene and personal health. In my reply to these comments I explained that genetic and psychological factors, such as depression, both impact physical appearance. Income greatly impacts multiple facets of appearance, such as the ability to eat healthy and well-rounded meals, to afford or have time to go to a gym, buy new clothes, get regular haircuts, and other privileges that we don't often consider.

So what do those with higher self-esteem possess in addition to the ingredients I've already discussed? Those engaged in meaningful and purposeful lives have a greater

sense of self-worth. They spend time working for something outside of and bigger than themselves, such as volunteer work, community service and activism. Why? Because they are doing something they care about which positively impacts the lives of others. Whether they ultimately fail or succeed, the effort helps them feel more empowered and less like victims of life's circumstances. And not only does their involvement connect them with others toward a greater purpose, but it often also has the positive side-effect of getting them out of the narrow traps of their own thoughts and problems. Simply put, generosity makes us feel good.

People with high self-esteem are compassionate towards themselves and others. You remember how I rattled off the things I like about myself earlier? Well, there are quite a few things I don't love about myself, too. I'm not great at house cleaning. I'm not very organized. I do not return phone calls promptly. I am very weak when it comes to discipline in parenting. There are more but I make it a practice not to let myself sit with those thoughts until I am ready to do something about them. Until then, I act with compassion towards myself, understanding that berating myself over my self-perceived shortcomings is simply unhelpful. It is a waste of energy – energy that could be spent doing things I am good at and changing the things I am not.

When I ask people in session to tell what they like about themselves, it's surprising how many find it hard to answer. I'm not sure if it is because we are all so afraid that self-confidence will be construed as vanity, or if we really just don't take the time to know this about ourselves. Conversely, most people can lay out in ten seconds flat everything they don't like about themselves. I can always tell when therapy has taken hold because people pause the old tapes and start to speak and self-affirmation pushes forward as their sense of pride resets. It's a wonderful moment in therapy when clients start to speak highly of themselves. Sometimes I can't help but chime in and throw in some extra positive traits that I have observed in them. I encourage people in my personal life, too. I rarely complimented people in the past, perhaps because of envy or maybe because it felt somehow embarrassing. But as part of my program in building self-esteem in myself and others, I make a practice of complimenting people all the time now. I feel good because I am bringing more positivity into the world. It reminds me of a folk song my mom sang recently at my wedding, "Love is like a magic penny, hold it close and you won't have any, lend it, spend it, and you'll have so many, they'll roll right over the floor. Love is something if you give it away, you end up having more." Compassion and praise is like this too. It builds upon itself.

People with higher self-esteem are experts in self-care. They pamper themselves whenever possible. They don't wait for someone to treat them well, they do it themselves. Pampering can be as simple as a bath or an uninterrupted hour to do whatever you want, even if that thing is nothing.

If I have one recommendation about self-care it is to use the time in a way that is mindful, present and not distracting. I'm the first to admit that when I get time alone I am probably going to hop on the computer and check Facebook. But making better use of my

“me” time always results in a greater sense of peace and gratitude that lasts longer than those mind-numbing minutes hopping around the Internet. Being present with yourself also reinforces a sense of empowerment. We can just be in the present with ourselves – no distractions, no judgments, no tasks to complete, no expectations. With practice we get comfortable with, and even enjoy, our own quiet company. This is how we learn to enjoy our own company and love ourselves.

Another suggestion. Learn to recognize when you are diminishing yourself. Instead of telling yourself that you are a failure because you didn't get that job, congratulate yourself for getting out there and applying. Get a journal and every night write down something you did that day that you feel good about. You can also record compliments people give you. If the people around you are giving you nothing but negative feedback, seriously rethink your relationships with them. Choose to be around people who are supportive, loving and kind and who recognize that you are special. Reread your journal entries frequently. It may take a long time and a lot of effort to undo past damage. Tell yourself to STOP when you are going down the dark and devastating path of self-hatred.

There are few things worth fighting for more than our self-esteem. Sometimes it requires that we do battle with the self-defeating chorus in our heads until newfound self-regard drowns out their roars. No one needs to be a victim of past experiences. With training, intention and persistence we can succeed at aligning our choices and actions with our values and beliefs, proceeding with a life of integrity, authenticity and higher self-esteem.

Our Hope

Our hope is have a committee that works collaboratively with other agencies:

- To breakdown “silos” and isolation between groups that work with, and are affected by, students with behavioral and emotional challenges
- To research best practices for educating and working with these students based on evidence and research-based practices
- To recommend training programs for staff in order to provide consistent education, care, and treatment for these students
- To eliminate ineffective teaching and inadequate methodology with regards to teaching and working with these students

Geometry Homework

I sit in Geometry class and I am bored, I can't wait until the bell rings. My mind, I feel will explode if I cram anymore math inside. This room is slowly melting around me as if made of wax. I can't wait any longer, OH! I am saved by the ringing bell. I thought I would surely melt away with the room and the teachers. I have been saved also from the detrimental doom of the life threatening document called Geometry Homework!

Written by 10th grade group home student

I live in a world that is always persistent, where
My love for you is like an ocean.

I live in a world that's always persistent, where
My mind is constantly thinking of things that we
could be.

I live in a world that is always persistent,
When you look deep in my eyes you are
seeing everything.

I live in a world that is always persistent, where
My eyes are like stars that twinkle.

I live in a world that is always persistent, where
My heart is as constant as the day and
night.

I live in a world that is always persistent,
And I eat my fear when I'm afraid of the
night.

I live in a world that is always persistent.

Written by 11th grade group home student