

Project CHOICES

CHILDREN HAVE OPPORTUNITIES IN INCLUSIVE COMMUNITY ENVIRONMENTS AND SCHOOLS
An LRE Initiative of the Illinois State Board of Education which includes the CHOICES/Early CHOICES Grants

A Trip Worth Taking

By: Cindi Swanson



This week Adam will go to work, volunteer at a church, walk to the local barber and get trimmed up for a wedding he is attending, and walk home. Later in the evening, he is planning to go to a park board meeting where he and other athletes who competed in state games will be honored. He walks to the local Barnes and Noble once a week where

he meets a few friends, picks out a treat at the café and engages in a book club.

Somewhere in here is the heart of a vision that was created two decades ago and a significant reason for Adam's way of life. We determined early on he was going to play a major role in his community. For a small child that meant school, the one he could walk to with his friends and see from the neighborhood pool he had played in for so many years. The vision our family created for Adam, a young man with Down Syndrome, is the same vision we had for our other two boys: Live life, engage in everything there is. *Continued on Page 3*

Coaching: The Missing Link

By: Pandora Taylor & Chris Wasik, CHOICES Consultants

We've all heard the terms "Spray and Pray" or "Sit and Get" that refer to how professional development occurred in the past. These expressions illustrate how professional development can be delivered. It may have been well designed and had components embedded to increase participant engagement such as demonstrations, practice, and feedback in training (Joyce & Showers, 2002), but changes in teacher behavior and an increase in positive student outcomes was not characteristic.

What follows is a highly stylized and over generalized illustration of what occurred at times and in some districts around professional development. This is how it may have looked in the PAST.

In District A, an expert came to the district and trained everyone on the latest teaching innovation or the "flavor of the month". There were some advantages to this approach in that everyone was hearing the same thing at the same time. It did not necessarily increase the likelihood that the information would be implemented. In District B, a few teachers and sometimes a "team" would attend training based on a perceived need or a mandate. This core group would then train others on the innovation or they would simply implement what they had heard in their own individual classrooms. Finally, in District C, an individual with interest in a topic would decide to go see SUPER PRESENTER! It was wonderful; attendees were engaged and entertained. The person who attended was motivated for a while to implement some of the things he heard. But what changed for teachers and students from any of these three illustrations? There may be some great ideas, wonderful skills and innovative techniques, but it would be difficult to take them to scale or to implement them systemically without...SOMETHING- without the missing link.

What is missing? According to Lynn Barnes (Knight, 2009), "Quick fixes never last and teachers resent them; they resent going to in-services where someone is going to tell them what to do but not help them follow up. Teachers want someone that's going to be there, that's going to help them for the duration; not a fly-by-night program that's here today and gone tomorrow." What would increase the likelihood of information being implemented across a district or school? Knowing what you know about improving student outcomes and changing behavior, what is your prediction?

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October 2009

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The Missing Link - Cont. from page 1

The missing link is COACHING. Coaching by definition means to train intensely by instruction, demonstration or practice; to direct the movements of; or to instruct, direct or prompt. Coaching is the transfer of skills from one person to another; coaching is a way to support one another in skill development; coaching is another way to enhance student outcomes and increase professionalism.

Bruce Joyce and Beverly Showers (2002) reveal that the level of classroom application hovers around 5%, even after high-quality training that integrates theory and demonstrations. This figure increases a bit when staff development includes time for practice and nonjudgmental feedback; when staff development includes coaching in the training design, the level of application increases to 95% (as shown in the figure below).

Training Components	Outcomes (% of participants who demonstrate knowledge, demonstrate new skills in a training setting, and use new skills in the classroom)		
	Knowledge	Skill Demonstration	Use in the Classroom
Theory & Discussion	10%	5%	0%
Demonstration in Training	30%	20%	0%
Practice & Feedback in Training	60%	60%	5%
Coaching in Classroom	95%	95%	95%

(Joyce and Showers, 2002, *Student Achievement Through Staff Development*)

Harry and Rosemary Wong (2008) state that coaching is six times more effective than class size reduction in improving outcomes.

Coaching-is it too the flavor of the month? Coaching is not new. The companies, schools and people who have implemented a coaching model have had the most success over the years-from Weight Watchers to Toyota; from medical schools to flight instructors. They know what we know too....

**Some kind of help
Is the kind of help
That helping is all about and
Some kind of help is the kind of help
That others can do without
(from *Where the Sidewalk Ends*- Shel Silverstein)**

For more information on Coaching and Coaches Training available in your area, please visit:
www.projectchoices.org

The Different Types of ADHD

By: Mandy Waggoner, CHOICES Consultant

Growing research in the field of ADHD (Attention Deficit Hyperactivity Disorder) can help teachers understand students with this condition. Sometimes we can have a preconception that all students with ADHD act in the same way, but research is finding that this isn't true. As a result, each student will require different strategies to succeed. Knowing the different aspects of this condition is critical for teachers to meet a diverse set of learners in today's classroom. The diagnosis of ADHD is very broad and includes several different types. What are these different types of ADHD?



- "Inattentive": Just like Winnie the Pooh
- "Classic Hyperactive": Tiggers like to bounce...
- "Over-Focused": Rabbit tends his garden
- "With Anxiety": Piglet is nervous and worries...
- "With Depression": Eeyore says, "Thanks for noticing me..."

For more information please visit:
http://www.newideas.net/add_types.htm

Characteristics and Behavioral Issues in Individuals with Aspergers Syndrome

(Part 1 of 2)
Presented By:
Cynthia Brouillard



December 1, 2009
2:30 pm - 4:30 pm
Registration: 2:15 pm
Little Friends Center for Autism
140 N Wright
Naperville, IL 60540

Visit our website:
<http://www.illinoiseitraining.org/events>

Ms. Brouillard will discuss the characteristics of individuals with Aspergers Syndrome from a diagnostic and behavioral perspective as well as a range of behavior problems that are often seen with individuals with Aspergers. The presenter will also cover ways to structure environments and present information to lower anxiety and facilitate better communication and understanding.

For more information or to register, please call or e-mail:

Kelly Ronan
630-305-4196
kronan@lilfriends.com



Check It Out!

By: Julie Schackman, CHOICES Consultant

Project CHOICES is excited to announce that Dr. Marilyn Friend, well known presenter and author on the topic of co-teaching, will be presenting at our 10th Annual LRE Institute on January 28, 2010, at the Doubletree Hotel in Oakbrook.

In her session, a wide variety of instructional ideas particularly suited to co-teaching will be presented in the context of the already proven six core co-teaching approaches. The goal is to demonstrate how co-teaching approaches plus exemplary instruction equals success for students!

Friend also has a new DVD, *More Power: Instruction in Co-Taught Classes*. Watch for two other DVDs to be released soon, *Instructional Power: Co-Teachers Share Instructional Techniques* and *Releasing the Power: Administrators on Inclusive Schooling and Co-Teaching*. Check out <http://forumoneducation.org/inproduction/inproduction.html> to see a podcast of *More Power: Instruction in Co-Taught Classes*.

We also invite you to visit our new and exciting web site: www.projectchoices.org for more information about this year's institute.

Books 2 Read



Crucial Conversations: Tools for Talking When the Stakes Are High

By: Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler

This book is a must read. The authors explain why communication about high-stakes issues can be difficult and offer specific information that can improve communication skills. Every administrator, educator, family member, and student will benefit from the information in this book.

Teaching Reading to Black Adolescent Males: Closing the Achievement Gap

By: Alfred Tatum

The racial achievement gap in literacy is one of the most difficult issues in education. Tatum combines his experiences both as a black student and as a middle school teacher to give us a deep understanding of this crisis. He provides a practical guide for educators and parents to inspire and empower African-American students.

A Trip Worth Taking ***-Cont. from page 1***

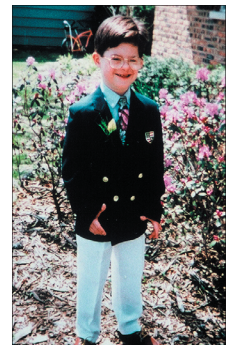
We always were very cognizant of the fact that we were building capacity for his adult life. He walked to junior high (at the insistence of the IEP), with a walking group of friends from his Circle of Friends. When it came time to find a job, we knew Adam's walking capacity was a mile. That put a boundary around where he could work. He had been exposed to everything in his school years, so his employment experience was limited only by the job developer's creativity and willingness.

In transition, we were laser focused on employment as well as creating a life that would be seamless once he was done with the school system. Transition often pushed recreation, and we pushed back on that because Adam recreates better than most non-disabled people. We pushed back on grocery store shopping because the reality was Adam will not go to Jewel by himself to do a weeks worth of shopping. We pushed back on banking because, very honestly Adam was learning that anyone with a school district badge could take him into the bank and Adam could withdraw money. It was wiser and safer for us to insist Adam bank with

only his mother or father. That eliminated the confusion. Plus banking seemed like a private matter all together.

Adam experienced and learned how to use Ride DuPage, the para transit system in our area. Physical fitness was on the transition agenda. Instead of going to the high school gym class, he learned how to use his local YMCA so he could walk there. We made arrangements with the YMCA so that Adam could bring an assistant with him. Now that school is over, Adam and another young man walk to the Y. Adam flashes his ID card, and he is off and running.

Adam harvested everything he could in transition that would transfer into adult life. Our vision looked at his life after transition, and we helped Adam work towards that vision. Transition seems to be a very short part of school. We realized that Adam had been in transition, preparing for the big world, the day he walked into a regular inclusive kindergarten.



For information on Transition and Transition Services, please visit:
www.isbe.state.il.us/spec-ed/html/total.htm

Last Thoughts . . .

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Current & New Members WE ARE GOING GREEN!

Join us in our efforts in saving the earth and register to get our news letter electronically. All you need to do is go to our newly developed website and enter your email in the upper right hand window.



www.projectchoices.org

If your preference is a hard copy of our CHOICES newsletter, please contact us at 630-629-0551.



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If you have questions or items to submit, please email sgarvin@hotmail.com or mmartinez5@comcast.net

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Staci Garvin and Maria Martinez, Editors



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