



# STAFF HIGHLIGHTS

Internal Communique ■ State Schools for Severely Handicapped

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State Schools for Severely Handicapped  
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 Superintendent

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## Using Hand Signals for Communication

By Polly Weidler, Teacher, Dogwood Hills State School

Last year at the Springfield REACH training on the topics of speech and language, one of the teachers mentioned using hand signals with a student who has physical limitations.

I have a student in my class with cerebral palsy who has very limited use of his hands. I had been trying to get him to indicate his food choices at lunch by encouraging him to vocalize when he wanted to eat something different off of his plate. I was also using a yes/no system to determine what he wanted to eat.

After learning about hand signals, I decided to adapt them for communicating choices at lunch. (Note: The chart at the bottom of this page lists the hand signals that were developed for the different food choices.) This student utilizes a wheelchair for mobility, and his tray is placed on it during lunch. The tray gives him a surface on which to rest his hands and to communicate his choices. Lunches are supplied by the local school district, and students choose an entrée, salad and a dessert every day.

To teach the skill initially, I started each meal by telling the student what was on his plate that day. For example, I told him

that the meat was chicken, and I put his hands together at the same time. Then I told him that he had green beans for his vegetable and that he had to move his left hand to tell me he wanted them. As I spoke, I helped him to move his left hand. Finally, I identified the salad, helped him to move his right hand and told him that he had to move his right hand in order to choose the salad. I continued this same assistance throughout the meal and asked him periodically what he wanted to eat next.

Now that we have been working on this for a while, the student usually puts his hands together for the entrée when asked what he wants next. When the entrée is gone, I tell him he is finished with it and I move his hands apart. He then moves either his right or left hand when asked if he wants salad or the vegetable. I remind him each time which hand is for salad and which is for the vegetable. When he has only salad and the vegetable left, he is more likely to move one hand or the other to indicate what he wants. Also, he typically changes his selection before eating all of one or the other.

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Hand Signal	Meaning
Putting hands together in the center	I want the meat (entrée)
Moving left hand	I want the vegetable
Moving right hand	I want the salad
Moving hand to mouth	I want a drink
Moving hand to head	I want dessert

# Employee Survey: Your Responses to Our Questions

By Charlie Taylor, Central Office

**A**t the beginning of this school year, all State Schools staff were given an opportunity to complete a short survey. I developed the survey to increase awareness of the current perceptions held by employees about the operation of State Schools. The questions were open-ended to ensure that individuals had the opportunity to freely express any opinion. It was important to me to obtain your input and your thoughts.

The survey was completed by 264 employees. Classroom aides returned 110 surveys and formed the largest response group. The number of responses from other job categories was smaller, but input was given by cooks, custodians, bus attendants, bus drivers, secretaries, teachers and administrators.

Written comments on the surveys varied in length from a few words to, in one case, a five-page typewritten letter. Such a large quantity of information was received that Central Office is still in the process of categorizing and summarizing all of the comments. As the information continues to be examined, I thought it might be informative to share some of the most common thoughts expressed in the survey responses.

## Strengths

Two areas were identified frequently as our strengths.

- Many of you expressed admiration for the high quality of our staff. You indicated in numerous ways that our staff are both professional and dedicated.

- Many of you also expressed the belief that we provide valuable and high-quality services to our students.

I am very pleased that these items were identified – I cannot think of two greater strengths than having dedicated staff and providing quality services to our students.

## Weaknesses

Areas of perceived weakness were also identified through this survey. While a variety of concerns was listed, only a few topics were mentioned by more than a handful of people. Two concerns were stated the most often.

- Many expressed a desire that the name of our program be changed. Our name, State Schools for Severely Handicapped, is viewed as being outdated and a factor in creating a negative impression with the public. In investigating this matter, I learned that the Missouri Revised Statutes created the program and named it “state schools for severely handicapped children.” It would require action by the Missouri legislature to change our name.
- Perhaps the most common concern dealt with salaries. Many of you feel that our salaries are neither adequate nor competitive. Due to this concern, we are gathering information on salaries, starting with teacher salaries. This information will be in a future issue of Staff Highlights. We have very limited control over salaries; virtually all raises occur as a result

of legislative action. We do have skilled individuals who work with our legislators to advocate on our behalf and on behalf of the department. However, the voice of the Department of Elementary and Secondary Education, while loud, cannot easily be heard by legislators over the noise created by everyone vying for their attention.

## Other Concerns

- Several people expressed that we need better technology, particularly additional computers and increased access to the Internet. We have formed a technology committee composed of administrators and teachers who will be reviewing the current state of our resources and then identifying and prioritizing our needs. I anticipate that this committee will make some important recommendations.
- Some of you expressed the opinion that Central Office is excessively removed from the individual school buildings. Given the number of miles between Central Office and some of our schools, I do not believe we can totally eliminate this concern. Even so, the more we can foster a sense of connection, the better it will be for our schools. To reduce this sense of isolation, I will be visiting all 36 of our schools this year. This is only a small step, but it is a step in the right direction.
- Another concern was the belief that it sometimes takes longer than it

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## Using Hand Signals For Communication

*(continued from page 1)*

The student usually wants to eat his entire entrée before the vegetable or

salad. He still needs a cue of “What do you want next?” before he will choose something different, but his teachers believe that he is making choices and is communicating them very well.

A different person fed him one day, and she forgot to ask him what he

wanted. She noticed that he was giving her signals, so she fed him the food he was requesting.

The student has not repeated that, but his teachers are beginning to reduce the verbal cues in order to teach him independence. ♦

## Employee Survey

(continued from page 2)

should to fill vacancies. We are able to fill some vacancies quickly, but at other times it is a slow process. I have just begun to check into this issue, and I will provide you with additional information on this topic in the future.

- Several individuals voiced the belief that there should be more recognition of the staff and greater expressions of appreciation. To address this area, a system of recognizing staff in Staff Highlights

will soon be implemented. This recognition will be given to staff who make significant, positive contributions to State Schools. Staff recognition is an important issue that will be explored extensively as we strive to improve our system.

- A desire for increased staff input in decision-making was also mentioned. Committees comprised of staff members are being created to provide input into different areas. In addition to the technology committee, we have formed a staff-development committee to study our training needs. Other committees

could be formed as needed.

The process of reviewing all of the data contained in these surveys is still underway. More time is required to ensure that all frequently mentioned strengths and concerns have been identified. Many of the concerns mentioned are complex and do not have simple solutions. While we will never be able to eliminate all concerns, we do want to continually look for ways to improve. I would like to thank each of you for the information you provided in the survey. Your input is important and will result in a better State Schools system. ♦

## Communication Project

By Janelle Burch, Supervisor for Instruction

As a result of material presented in REACH and EID trainings, two building administrators have decided to lead their schools (Bootheel and New Dawn) in a structured approach to improve student-communication skills. Throughout this academic year, schoolwide efforts will teach students to initiate communication and will give them opportunities to express their own thoughts and ideas.

Clark Powell, former building administrator at Bootheel State School and current Area III director, and Terri Neumeyer, building administrator at New Dawn State School, have assessed the needs that will help successfully implement this plan during the 2006-07 school year.

Teachers will:

- analyze communication that occurs in all environments. What do we say to each other, and how could we make it possible for students to communicate the same messages?
- identify how each student communicates and how they communicate with each student.
- determine what might help teachers and other staff in communicating with each student.
- find out what types of

communication parents would like to improve in their homes.

At the end of last school year, some changes had already been initiated and some students were already communicating more effectively. Additional communication devices have been put in place in anticipation of this project:

- There is a Big Mac on the secretary's desk and at the window in the cafeteria that says, "Excuse me, please." Students had previously

**"All signs, pictures, devices and vocabulary will be consistent."**

approached these areas and attempted to gain attention inappropriately, or they stood and waited indefinitely until someone noticed them.

- A six-icon holder from Enabling Devices (now called the 7-Message Take and Talk Go! Board) has been placed inside the door of each classroom, in the gymnasium and at the custodian's door. Students can use the device to express who they

need to see and/or the purpose of their visit. This will allow students with limited communication abilities to assist in delivering messages and interact socially with students from other classrooms and with staff.

More basic forms of technology have not been overlooked as many students are able to use pictures on flip cards or in an album. Consideration has been given to wheelchair mounts to make these devices more accessible. Plans have also been made to post pictures in the gym to communicate the materials needed and the instructions for various activities.

A key factor in the success of this project is the decision to use a universal approach throughout the school. All signs, pictures, devices and vocabulary will be consistent. Students will learn to communicate using social-interaction strategies such as joke-telling, sharing life stories and general conversation. An added benefit will be character development – students will have many opportunities to practice using manners and words that show respect for others.

Those involved anticipate that all of these initiatives will support a positive school climate and lead to increased independence. ♦

# Selecting Essential Skills for Student Success

By Merv Blunt, Central Office

One of the criteria for eligibility in State Schools is that a student is not able to access the general education curriculum. The needs of the Individualized Education Program (IEP) cannot be met even if the public school implemented an extensively modified or adapted curriculum.

At times, educators at State Schools are tempted to write IEP goals and benchmarks that mirror activities being taught in the public schools if it appears that the students are capable of mastering the skills. In these situations, the IEP goals chosen could be skills of perceived importance rather than essential skills.

For example, students in high school life-skills classes might learn to balance a checkbook. Since these students could have difficulty with addition and subtraction, they are taught to use a calculator to balance the checkbook. In State Schools, some of our students are able to learn how to use a calculator to add and subtract.

However, the purpose of using a calculator in the life-skills class is to balance a checkbook, not to learn how to use a calculator only for basic addition and subtraction. Before considering an IEP goal or benchmark about calculator use for a State Schools student, the following questions should be asked:

- Does the student understand the concept of money?
- Does the student understand how much money is needed to buy something?
- Does the student understand the effect of inputting a wrong number or reversing numbers?
- Is the student able to recognize mistakes and correct errors?
- Will the student ever be in control of his or her finances?

This is an example of the process we should follow when deciding if

a skill is essential. On the surface, it appears that teaching a student to use a calculator would be an essential skill. However, after reviewing the student's abilities and the purpose behind the learning, it might be clear that using a calculator is not an essential skill. It is important to remember that an essential skill for one student might not be an essential skill for another student.

## Questions to answer when deciding on essential skills

1. What are the reasons for the student to learn the skill?
2. Are there other skills the student could learn that would be used more frequently in postsecondary settings?
3. What are the applications of this skill to the student's postsecondary success?
4. Could the student be a successful adult in his or her community if the skill is not acquired?
5. Are the tasks, materials and criteria similar to those occurring in postsecondary life?
6. If the skill is essential and the student cannot learn it in the traditional manner, could the student achieve the end result of the skill using alternative measures, such as adaptations or modifications?
7. Will the skill be transferred easily to different situations in which the student must develop a solution?
8. Could the skill be used as a building block to teach a more complex skill?

It is important to realize that a student does not always have to understand all of the concepts involved in an authentic life skill to be able to accomplish it. This principle also applies to many of us. Most people drive automobiles, but many of us do not understand how a car works. Our solution for this lack of understanding is taking the car to a mechanic when it needs to be fixed.

In the same way, there are often several options we can offer a student to achieve success.

## Life-skill examples to use with students at State Schools

- **Buying a soda from a vending machine** – To get a soda, the student can press the button for the desired soda and put quarters in the coin slot until the soda comes out. It does not matter if the soda costs 50 cents or \$1.25. This way, the student does not have to understand money or coin value.
- **Cooking with a microwave** – The recipe card can show a picture of the item to be cooked and the amount of time it needs to be in the microwave. The time is shown as a code, such as "130 START" (1:30 cooking time). The student is taught to know that this code means to input the numbers in sequence and then push start. In this situation, a student is capable of cooking an item in the microwave for the appropriate amount of time without having a true understanding of time.

## Success is possible

When developing a student's IEP, it is necessary to remember that our responsibility is to provide for the student's success after graduation. We can achieve this by focusing on relevant postsecondary goals and teaching the student how to achieve these goals using whatever skills are available. ♦

# State Schools + MAP-A = Success!

By Karen Wells, Central Office

The implementation of the revised MAP-A for 2006 came with many changes in the overall format and assessment process for all participants. As indicated in the chart on this page, staff and students met these challenges and were quite successful. Overall, State Schools should be proud of its results. In most grades, the results were comparable to or above the overall state results at the Proficient and Basic levels for both mathematics and communication arts. Some students achieved at the Advanced level in both mathematics and communication arts at all grade levels. In order to show a full picture of the success of State Schools, this chart provides results for all grades testing at the Advanced, Proficient and Basic levels. The chart is divided into five sections that include overall state results, overall State Schools results and results for each area. (It does not include percentages reflecting results determined to be Below Basic or Level Not Determined.) Given the experience of MAP-A 2006, State Schools should look forward to even greater success on MAP-A 2007. ♦

	Overall State Results (%)	Overall SSSH Results (%)	Area I SSSH Students (%)	Area II SSSH Students (%)	Area III SSSH Students (%)
<b>MATHEMATICS – GRADES 3, 4, 5</b>					
Advanced	31.40	8.99	0.00	10.16	16.10
Proficient	48.30	52.91	60.60	57.64	39.70
Basic	12.30	28.04	24.60	25.42	30.97
<b>COMMUNICATION ARTS – GRADES 3, 4, 5</b>					
Advanced	31.40	13.76	10.00	11.00	19.11
Proficient	47.30	52.91	63.85	57.62	38.23
Basic	15.20	25.90	16.40	25.42	35.29
<b>MATHEMATICS – GRADES 6, 7, 8</b>					
Advanced	25.70	19.05	17.14	13.77	24.39
Proficient	49.10	46.19	49.71	62.06	32.92
Basic	14.70	18.57	18.57	18.96	21.95
<b>COMMUNICATION ARTS – GRADES 6, 7, 8</b>					
Advanced	22.00	18.10	25.71	3.45	21.95
Proficient	48.80	42.38	30.00	60.34	35.36
Basic	20.00	25.24	21.42	27.58	23.17
<b>MATHEMATICS – GRADE 10</b>					
Advanced	19.40	9.09	6.51	16.66	5.55
Proficient	46.80	54.55	58.06	44.44	50.00
Basic	16.50	21.21	12.90	27.82	22.22
<b>COMMUNICATION ARTS – GRADE 11</b>					
Advanced	25.30	26.32	26.08	18.18	32.25
Proficient	36.30	28.95	30.43	50.00	12.90
Basic	21.80	26.32	30.43	18.18	29.03

# BASIC Program

State Schools is introducing the Behavior Change through Assessment, Support, Intervention and Collaboration (BASIC) program this year to support staff who work with students demonstrating Level 1 destructive behaviors.

These behaviors and their outcomes include one or more of the following:

- aggressive outbursts posing safety concerns
- frequent incident reports
- self-abusive behaviors
- increased staff supervision as a result of challenging behaviors
- elopement
- transportation concerns.

The classroom teacher is

responsible for collecting background information about the student and the behaviors. This report should include a description of the behavior and possible reasons why it occurs, current student reinforcers, activities that motivate the student and activities avoided by the student, relevant medical information, results of the staff consultation, parental concerns and desires, and information on family interventions.

This report should be sent to the supervisor for instruction by the building administrator. The supervisor will review the report to determine if other assessments are necessary; these might include an evaluation and observation of the student by the supervisor. The supervisor will develop a hypothesis (using data) for the challenging behavior and will write a

positive-behavior support plan.

The Central Office team leaders will review each plan. The team leaders are Barbara Stevens (Area I), Karen Wells (Area II) and Merv Blunt (Area III).

If necessary, the team leader will recommend long-term and short-term implementation steps and will provide ongoing support to the supervisor.

The supervisor will demonstrate implementation of the plan during the first week and will provide ongoing, hands-on support until the plan is being implemented consistently. On a bimonthly basis, the supervisor will interpret data and refer findings and recommendations to the team leader. The team leader will conduct a bimonthly review of each plan to determine if an alteration in the plan or a reduction in support is needed. ♦

## HEALTH

### Finding Alternatives to Food Rewards

By Claudia Rampley, Central Office

As educators know, classroom rewards are an effective way to encourage positive behavior. However, rewarding students in the classroom does not need to involve pizza parties, candy or other foods that reinforce unhealthy eating habits. Alternative rewards can be substituted to provide reinforcement for children's behavior.

#### Negative consequences of using food as a reward

- **Poor health** – Foods commonly used as rewards, such as candy and cookies, can contribute to health problems for children (obesity, cavities, hypertension and diabetes). Food rewards provide unneeded calories and displace healthier food choices.
- **Overconsumption of unhealthy foods** – Foods used as rewards are typically empty calorie foods that

are high in fat, sugar and salt with little nutritional value.

- **Poor eating habits** – Rewarding with food could interfere with learning to eat in response to hunger and satiety cues.
- **Increased preference for sweets** – Preferences for both sweet and non-sweet foods increase significantly when food is presented as a reward. This could teach children to prefer unhealthy sweet foods.

The following ideas are effective alternatives to rewarding individual students or entire classes with food. Be creative, and do not forget the simple motivation of recognizing students for good work or behavior.

#### Social rewards

- Rewards that involve attention, praise or thanks are often more valued by children than a toy or food. Simple gestures like pats on the shoulder, verbal praise, nods or smiles can mean a lot. These types of social rewards affirm a child's worth as a person.

#### Recognition

- Give out trophies, plaques, ribbons

or certificates in recognition of achievement, or use stickers with an affirming message.

- Recognize a student's achievement by announcing it over the school intercom.
- Add the student to a photo recognition board that is located in a prominent location in the school.
- Make a phone call or send home a letter commending a student's accomplishment.

#### Privileges to use as a reward

- Getting to be first in line when the class leaves the room
- Choosing a class activity
- Sitting by friends or in a special seat next to or at the teacher's desk
- Playing an educational game on the computer
- Making deliveries to the office or other classrooms
- Taking a walk with the building administrator or teacher
- Writing or drawing on the blackboard

#### Rewards for an entire class

- Eating lunch outdoors
- Going to the lunchroom first ➔

- Reading outdoors
- Listening to music while working
- Dancing to music

### Sports equipment and athletic gear

- Paddleballs
- Frisbees
- Water bottles
- Head and wrist sweatbands

### Toys/trinkets

- Stickers
- Magnifying glasses
- Bubble fluid with wand
- Crazy straws

### Fashion wear

- Temporary tattoos
- Hair accessories
- Bracelets or necklaces
- Sunglasses
- Hats or caps

Research clearly demonstrates that healthy children learn better. To provide the best possible learning environments for students, our schools must support healthy behavior by using alternatives to food rewards.

## HUMAN RESOURCES

### File and Pay State Taxes

*By Cheri Landers, Central Office*

House Bill 600 requires the filing and paying of state taxes as a condition of employment with the state of Missouri. The Department of Revenue is responsible for sending non-filer and/or delinquency notices to state employees who are noncompliant with their individual income taxes. Failure to comply will result in the Department of Revenue notifying an individual's employer. The employer will then notify the employee that he or she has 45 calendar days to satisfy the tax liability. If the individual complies, the Department of Revenue will issue a tax-compliance letter to the individual that should be presented to the employer as proof of tax compliance. Failure to comply will result in termination of the individual

from employment with the state.

In accordance with Senate Bill 367, effective Jan. 1, 2006, all payment agreements for state employees are to be done by payroll deduction. State employees requesting a payment agreement need to contact the Department of Revenue at (573) 751-7200 or [income@dor.mo.gov](mailto:income@dor.mo.gov), or by mail at the Taxation Bureau, P.O. Box 385, Jefferson City, MO, 65105. The Department of Revenue will send the payment agreement outlining the terms, conditions and payroll-deduction amount. If the state employee consents to the agreement, he or she should sign and return it to the human resources or payroll office immediately. The payroll deduction will then be initiated for the next available pay cycle. Once the deduction is initiated, the human resources/payroll office will sign and send the payment agreement to the Department of Revenue. The agreement is not effective until it is received by the Department of Revenue.

### DESE Ambassador Awards Program

The following employees had anniversaries falling in the third quarter of 2006. They were honored at the DESE Ambassadors ceremony in October. Congratulations to all who were acknowledged for their dedicated service.

#### Five Years Service

Rebecca Ahner – Parkview  
 Jennifer Anderson – Delmar Cobble  
 John Bevel – Mapaville  
 Merv Blunt – Central Office  
 Melba Board – Parkview  
 Vernetta Burgess – Ozark Horizon  
 Janet Eilders – New Dawn  
 Frances Evans – Dogwood Hills  
 Vivian Higgins – Gateway/Hubert Wheeler  
 Terran Jobe – Boonslick  
 Pam Judd – Cedar Ridge  
 Donna Morris – H. Kenneth Kirchner  
 Tera Persfull – Parkview  
 Christina Rantz – Central Office  
 Sherry Rowland – B.W. Robinson

Dean Smith – B.W. Robinson  
 Reva Stone – Area I  
 Esther Wagoner – Mississippi Valley  
 Carol Waldon – B.W. Robinson  
 Shirley Williams – Area III

#### 10 Years Service

Linda Calhoun – Ozark Horizon  
 Sandra Camden – Special Acres  
 Barbara Closser – Lakeview Woods  
 Carolyn Dawson – Gateway/Hubert Wheeler  
 Emily Durnell – Skyview  
 Mary Freiling – Mississippi Valley  
 Rowena White – Trails West/Dale M. Thompson

#### 15 Years Service

Kenneth Anderson – Gateway/Hubert Wheeler  
 Cathy Grote – Lillian Schaper  
 Faye Hyder – Sunrise  
 Marietta Jones – Gateway/Hubert Wheeler  
 Esther Miller – Area II  
 Shannon Myers – B.W. Robinson  
 Shelia Ottman – Citadel  
 Tina Pike – Maple Valley  
 Terraine Robinson – H. Kenneth Kirchner  
 Valerie Schumer – Current River  
 Cathy Sprague – Helen M. Davis

#### 20 Years Service

Lori Brock – Briarwood  
 Shirley Fletcher – Gateway/Hubert Wheeler  
 Wilma Jeffries – Mapaville  
 Hattie Terry – Prairie View

#### 25 Years Service

Linda Bledsoe – H. Kenneth Kirchner  
 Michele Crites – Gateway/Hubert Wheeler  
 Donna Davis – Delmar A. Cobble  
 Cherlyn Hain – New Dawn  
 Lisa Jeffs – Autumn Hill  
 Doreen Pivrotto – Gateway/Hubert Wheeler  
 Carol Price – Mississippi Valley  
 Nancy Robinson – B.W. Sheperd

#### 30 Years Service

Helen Collins – Lakeview Woods  
 Barbara Stevens – Central Office  
 Joan Stock – Autumn Hill  
 Pamela Sweeten – Greene Valley

## PROFESSIONAL DEVELOPMENT

### Staff Development CD Library

By Stephanie Brooks, Central Office

In 2003, State Schools began releasing trainings on compact discs as a long-distance staff-development opportunity. These trainings can be used in orientations for new staff, to kick off a new school year or to periodically assess daily practices. Building administrators must share the “Confidentiality” training with all staff prior to the beginning of each school year.

Individual staff members can request these CDs from their building administrator for review as a self-improvement tool or to make up annual professional-development hours. The CDs are particularly useful in assisting first- and second-year teachers and building administrators in understanding and reviewing State Schools’ expectations and practices.

Each CD contains a PowerPoint presentation, and the earlier trainings also include a manual that should be printed out before viewing the main presentation.

If there are any suggestions for future topics in this series, please submit ideas to Barbara Stevens, assistant superintendent. ♦

Year	Title	Contents
2003	It All Begins with Beliefs	<ul style="list-style-type: none"> <li>Review of each component of the State Schools beliefs statement with guidance on how each component can be applied within the school and the classroom</li> </ul>
	Determining Related Services	<ul style="list-style-type: none"> <li>Focus on PT, OT and ST services</li> <li>Deciding on the need for direct or consultative services and integrating the provider into the classroom</li> </ul>
	Task Analysis	<ul style="list-style-type: none"> <li>How to complete a task analysis</li> <li>When to use forward and backward chaining, total sequence and branching</li> </ul>
	Motivating the Reluctant Learner	<ul style="list-style-type: none"> <li>Overview of the Motivating Learning Pyramid with analysis of the eight components and application tips</li> </ul>
2005	Confidentiality	<ul style="list-style-type: none"> <li>Required annual training on confidentiality related to student activities and records</li> </ul>
	Making Digital Pictures	<ul style="list-style-type: none"> <li>How to take pictures, download them to the computer and edit them for various uses</li> </ul>
	Digital Pictures and Boardmaker	<ul style="list-style-type: none"> <li>How to transfer digital pictures to Boardmaker for use in other activities</li> </ul>
	Treatment of Students Part I: Respect and TACT	<ul style="list-style-type: none"> <li>Showing respect to students, giving them power and control over their environment and offering genuine choices</li> </ul>
2006	Treatment of Students Part II: Expect and Believe	<ul style="list-style-type: none"> <li>How to communicate with students</li> <li>Signals that an educator might be stressed and/or about to speak or act inappropriately</li> <li>Understanding responses to change</li> <li>Holding high expectations for students</li> </ul>
2007	Small Group Instruction (Part I will be released in January 2007)	<ul style="list-style-type: none"> <li>Why students learn better in small groups</li> <li>How to implement this practice</li> </ul>

STATE SCHOOLS FOR SEVERELY HANDICAPPED  
Missouri Department of Elementary  
and Secondary Education



Web site: <http://dese.mo.gov/divspeced/stateschools>

**NOTE:** If you have items of interest for Staff Highlights, please call (573) 751-0706, (800) 735-2966 (Missouri Relay) or forward them to Stephanie Brooks, State Schools for Severely Handicapped, P.O. Box 480, Jefferson City, MO 65102-0480; or send an e-mail to [stephanie.brooks@dese.mo.gov](mailto:stephanie.brooks@dese.mo.gov).