

THE

KEYSTONE

Special Edition

From the Director's Desk.....

Recently, Randy Watson, Commissioner of Education in Kansas, and the Kansas State Board of Education, announced a new vision for education in Kansas. Under the title [Kansans CAN](#), this new vision establishes the goal of taking Kansas to the place where "Kansas leads the world in the success of each student." This new vision is the product of much deliberation with a wide range of stakeholders. Input from those stakeholders and some specific data points led to a broad range of new state level outcomes that will drive our efforts to reach the new goal.

Here's a bulleted list of those outcomes:

- High School Graduation Rates
- Post Secondary Completion/Attendance
- Remedial Rate of Students Attending Post-Secondary
- Kindergarten Readiness
- Individual Plan of Study Focused on Career Interest
- Social/Emotional Growth Measured Locally

Some of these outcomes, high school graduation rates for instance, have been at the top of our list of priorities for many years. Others, such as an individual plan of study focused on

career interest and a social/emotional growth measure, are new.

Those of us working in the field of special education will likely be very comfortable with these new outcomes. After all, we have been developing individualized education plans for secondary students that are based upon their career interests and aptitudes (transition needs) for many years. We're also familiar with efforts to measure social/emotional growth, and we don't stop there – we use that data to develop and implement interventions that will promote growth for our handicapped children. A vision that targets the growth of all students in these areas is both challenging and exciting. We will be looking forward to seeing how this vision is implemented in the months ahead and will work to keep you informed of the progress being made.

Thanks for all that you do.

Andy



ISSUE 5, NOVEMBER, 2015

Keystone Learning Services

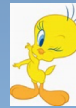
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Ozawkie, KS 66070

785-876-2214

www.keystonelearning.org

GET CONNECTED!

Find us on Facebook
(Keystone Learning Services)
and



Twitter
@KeystoneLeading

And for JDLA's Twitter:
@JDLA_KLS

Keystone Learning Services
OFFICE HOURS

8:00 a.m. - 4:30 p.m.
Monday - Friday



December Newsletter

With December being a short working month for employees, the newsletter will be sent out earlier than normal. Please send me any information you would like to share by **Wednesday Dec. 9th**, if at all possible! Thank You! ~Linda lindak@keystonelearning.org



Media Center Changes

From Melody Malone: I wanted to give you an update on the changes in the media center. I am now the contact if you need anything. We are in the process of updating materials, purging old materials and creating a new system that is user-friendly. If you have media materials you are not using, please send them back to Keystone so we can get them entered into the new system. I want to send out a big thank you to all those who have contributed to this effort and also to everyone who has been patient in this transition. Please watch for further updates! Questions? Email mmalone@keystonelearning.org

It was Spirit Week at JDLA Oc. 26-Oct. 30. Students and staff spent the week showing off their team spirit, cowboy side, camo clothes, favorite movie stars and Halloween costumes.



The Keystone Learning Services office staff on Cowboy Day (left to right): Carol Snyder, Jenny Carter, Karla Bradford, Ashley Gray, Lushena Newman, Linda Kilgore and Melody Malone.



The JDLA students and staff created a *spooktacular* haunted house on Halloween, scaring the daylights out of many, particularly, the office staff!



Halloween Spirit!
L-R: Carol Snyder, Linda Kilgore and Lesa Brose.

Important Upcoming Events

Tuesday,
November 17th:

*Mentor Teacher
Training
3:30-4:30*

in Ozawkie

Wednesday,
November 18th:

*Keystone Board of
Directors Meeting
7:00 p.m.*

in Ozawkie

Thursday,
November 19th:

*Make it Visual
Autism Training
9:00-3:30*

in Ozawkie

Tuesday,
November 24th:

*Region III Meeting
10:30 a.m.*

in Ozawkie

Tuesday,
December 8th:

*Superintendent
Advisory Council
Meeting
12:30 p.m.*

in Ozawkie

UPCOMING NEUROSCIENCE TRAINING SERIES....

Starting December 1st, Linda Aldridge, Ed.D., will be facilitating a Neuroscience Training Series in Ozawkie. Participants will engage in dynamic interaction with other educational professionals around book studies, case studies, and real life implications of neuroscience breakthroughs as applied to teaching and learning.

Dates: Dec. 1, Jan. 26, Feb. 9, Feb. 23 and March 8

Time: 8-11:30 a.m.

Location: Keystone Learning Services in Ozawkie

No fee to attend

A 'to go' sack lunch will be provided!

Contact Linda Kilgore at lindak@keystonelearning.org to register.

CLOSING:
WED., THURS.,
FRIDAY,
NOVEMBER
25TH, 26TH, 27TH:

THE
KEYSTONE
LEARNING
SERVICES
OFFICE &
JDLA
WILL BE
CLOSED



JDLA Thanksgiving Meal

When: Thursday, November 19th, 2015 at

Keystone Learning Services Gymnasium,

500 E. Sunflower Blvd. Ozawkie, KS

A Thanksgiving Lunch will be held at 12:00 p.m. for all students, their family members, faculty and office staff.

As we express our gratitude,
we must never forget that the
highest appreciation is not to
utter words, but to live by them.

- John Fitzgerald Kennedy.



From Tyson Van Dyke, Keystone School Psychologist

I was given a wonderful opportunity to attend the Kansas Association of School Psychologist's annual conference in October 2015 entitled Mental Health Matters: Using a Multi-Tiered System of Support to Promote Mental Wellness and Address Mental Illness. Steven Brock, Ph.D, NASP past president, outlined the role schools play in promoting mental wellness based on the 2013 CASEL Guide Effective Social and Emotional Learning Programs and the PREPARE program. I wanted to focus here specifically on ways to foster internal student resiliency:

- promote active (or approach-oriented) coping styles
- promote student mental health
- teach students how to better regulate their emotions
- develop problem-solving skills
- promote self- confidence and self-esteem
- promote internal locus of control
- validate the importance of faith and belief systems
- nurture positive emotions
- foster academic self-determination and feelings of competence

Dr. Brock reported that 13-20% of children face mental health challenges, and I have seen numerous articles on social media lately reporting that mental illness in young adults have been rising, both on campus and off, in recent decades. Some portion of the increase is surely due to better diagnosis and greater willingness to seek help, but most experts seem to agree that some portion of the trend is real. Nearly all of the campus mental-health directors surveyed in 2013 by the American College Counseling Association reported that the number of students with severe psychological problems was rising at their schools, and in a 2014 survey by the American College Health Association, 54% of college students surveyed said that they had "felt overwhelming anxiety" in the past 12 months. Choosing to address student's mental health needs means acting now to teach students a set of flexible cognitive, behavioral, and emotional responses to acute or chronic adversities in effort to prevent problems from becoming worse over time and to increase student connectedness to school and mental strength as students will become more "available for learning" as they are taught and begin to use effective strategies and coping skills in a supportive environment.

In her presentation entitled "Cognitive-Behavioral Strategies: Evidenced-Based Interventions for the School Setting," Melissa Reeves, Ph.D., NCSP, LPC explained the basic assumption in cognitive behavioral theory is that the way individuals think about or interpret situations moderates how they feel and behave. According to Beck (2011), thoughts and views can be described and assessed in three areas (self- e.g. "it is awful if others don't like me, I am bad if I make a mistake, I must win because it's awful to lose," others/world around- "they don't talk to me because they hate me," and future- e.g. "I'm going to mess up, and everyone's going to laugh at me") and when people develop cognitive errors or irrational beliefs about these three areas they lead to automatic thoughts which lead to emotional and behavioral reactions. There are cognitive techniques we can use in coaching with students to help students identify their automatic thoughts/thinking traps (e.g. becoming "thought detectives") tie the thought to the feeling and behavior sequence with empathy (e.g. "covering the bases technique, social behavior mapping, road map to success," and asking socratic questions and casting doubt on beliefs/assumptions so that more realistic, adaptive and functional explanations and self-statements can be encouraged (e.g. "I don't like school, but I can tolerate it; I made a bad choice, I am not a bad person; I don't like being call bad names, but it is not awful; Just because someone calls you stupid doesn't mean you are.")

Dr. Reeves explained that educators and parents play an important part as role models for using effective and positive self-talk, problem-solving, and coping skills especially in times of frustration, anger, conflict, worry, and crisis as these early experiences influence development of children's underlying beliefs of themselves, others and the future as well as on-going modeling, coaching, and support for students who are depressed, anxious, etc. and receiving cognitive behavioral therapy. Teachers, service providers, parents and school psychologists can work together to design ways that teachers can facilitate cognitive restructuring and praise students when using newly learned skills.

Here are five ways to begin to help students stop or refocus their negative thoughts (Morin 2015):

- 1. Validate the student's child's feelings.** Rather than say, "Oh you're fine," when your student is upset – whether it's emotional or physical pain – validate his feelings. Show empathy and make it clear that you're trying to understand how he or she is feeling – even if his emotions seem dramatic. Say things like, "I see that you're feeling frustrated," or "I understand that you're feeling very nervous." Once kids feel validated, they can then begin to look for and accept suggestions for [healthy ways to cope with uncomfortable emotions](#) (e.g. deep breathing, relaxation, taking a walk, talk, activity that helps relax and calm down, etc.).
- 2. Gently ask questions that will help point out his/her thoughts may not be true.** The eventual goal is for the student to correct his own negative thoughts – rather than relying on you for reassurance. To help him arrive at his own conclusions, ask questions to help him identify some exceptions to the rule so he can see that his thought isn't completely true. (e.g. "what makes you see yourself that way? How does that make you feel? What is the likelihood that..? How sure are you that ... means that you...?")
- 3. View the issue from a different perspective.** Sometimes the best way to separate the emotion from the thought, is to ask, "What would you say to a friend who had this thought?" You can also ask what a favorite cartoon character or superhero would do as viewing the problem from a different angle can change thinking.
- 4. Replace negative thoughts with more realistic thoughts.** Help students create a more realistic outlook. Instead of telling himself, "I can't do anything right," he'll benefit from saying, "Sometimes I make mistakes, and that's okay." Teach students to treat themselves with the same kindness and respect that they'd hopefully give to other people.
- 5. Problem-solve what to do next.** Help students turn negative thoughts into positive action. Actively [problem-solve choices](#) when they experiences negative thoughts. For example, if they are predicting they are going to fail a science test, encourage they to take steps to prevent that from happening, such as studying and asking for help. [Teach and model to students how to make healthy choices](#), even when they are faced with tough challenges and uncomfortable situations.

Lastly, given the recent tragedy and act of terrorism in France, NASP has provided a review of guidance for caregivers as students will look to adults for models of how to react, and to help them understand the event : <http://www.nasponline.org/about-school-psychology/media-room/press-releases/paris-statement-x32674>

Meet the Employees of Keystone Learning Services!



Hi. My name is Emily Freeman and this is my first year as a para at Oskaloosa Elementary. Last year I taught fifth grade in Topeka. I am currently working on my Master's Degree in Adaptive Special Education. I currently live in Lawrence with my dog, Bailey. I was born and grew up in Lima, Peru and Chicago. I am engaged to be married in 2017. My fiancée goes to KU and works with the football team. He is studying to be a physical education teacher. In my free time I like to play volleyball, dance, and sing.



Fun Facts:

1. I went to World's for Irish Step Dancing and placed second.
2. I am adopted from Lima, Peru and visit my birth family every few years.
3. I went to the junior Olympics for swimming as a child.
4. I have one brother, whose wife just had a baby. He lives in Colorado.
5. I have 6 brothers and 1 sister in Peru.
6. My favorite food is Lomo Saltado.
7. My dream would be to sing with Idina Menzel.
8. I have been to 22 countries.
9. I love to make children's books in my spare time.
10. My ultimate goal is to one day go back to Peru and help set up special education systems in schools.



My name is Tabitha Fialkowski. This is my first year as a para with JWHS, as in recent years I was with JW Elementary as well as VF Elementary. The staff and students I work with are incredible and I am very excited to be here. I live in Valley Falls. I have a daughter who will be 3 years old next month and is way too excited to be starting preschool soon.

Hopefully, my students would describe me as outgoing, easy to approach and helpful. If I could choose to do anything for a day, I would be shopping in any big city, while visiting museums and site seeing. I am currently finishing my bachelor's degree in secondary education. I plan to teach high school home economics and also plan to get my masters in special education. My favorite teacher in high school was my journalism teacher and she is the reason I have chosen to pursue my education degree.



If I could share a meal with any 4 individuals they would be my paternal grandpa & grandma, Kim Kardashian and Rosa Parks. My favorite thing about my job is helping students learn and to be able to see progress from beginning to the end of the year. My hero is my paternal grandmother. She is my best friend whom I share everything with. She is the most caring and loving woman I know. She is always positive no matter what situation arises. Eventually I plan to move back to Chicago and take over the Windy City one homework assignment at a time. I can't wait to see what the remainder of the school year holds!



My name is Mary Holm and I am the 4,5,6 interrelated teacher at Oskaloosa Elementary. I recently retired from an administrative position in western Virginia. My husband and I returned to Kansas to be closer to family. After 30+ years in education, I am happy to be back in the classroom working with students on a daily basis. When not teaching, I enjoy reading, gardening and cooking.

My hero is my mother. She was an Army wife, moving every 18 months or so. She raised 5 children and is now a wonderful grandmother and great grandmother. We did not have a lot of money growing up but my mom made sure that we always had books to read.

Ms. Uhler's math students at JCN's Vocational/Transition class are wearing the aprons they helped make, and are ready to share their first cooking item. ☺



Haunted House

I just want to thank the JDLA kids for the fabulous Haunted House they created in the basement of Keystone Learning Services. We found out about it on the Friday of Halloween, and they invited us to go through it. There was about 8 or 9 of us office personnel that went through. We got to crawl on our knees when we first entered in the darkness, which was a fabulous idea. They had some great decorations and some scary creatures that you would encounter. All I know is that I did not have much of a voice left after I went through it. GREAT JOB EVERYONE AT JDLA!!!!

Dianna Bloom

Kansas MTSS Administrative Assistant







Education is the most powerful weapon which you can use to change the world. ~Nelson Mandela

If at any time you need to schedule a meeting room or the conference room at Keystone, please contact Linda Kilgore at lindak@keystonelearning.org



KEYSTONE AUTISM INTERDISCIPLINARY TEAM

3 Ways to Use “Talking Switches” for Students with Complex Communication Needs during Peer Interaction: <ol style="list-style-type: none"> 1. <u>Greetings</u>: Keep a switch by the door so students can greet when entering or leaving a classroom: <i>“I will be right back.”</i> or <i>“Hi Ms. Beth.”</i> or whatever the teacher feels is most appropriate 2. <u>Playing Games with Peers</u>: Use during peer interactive games such as Hide-and-Seek. Record the messages – <i>“You can’t catch me!”</i> or <i>“Ready or not here I come!”</i> 3. <u>Give a Compliment to a Friend</u>: Record a compliment to share with a peer: <i>“I like your shoes.”</i> or <i>“I like your spongebob shirt.”</i> or whatever might be appropriate at the time. 	“Talking Switches” Available in Keystone Media Center	
	Talk Block: Records up to 30 seconds	
	BIGmack: Records up to 2 minutes	
	LITTLEmack: Record up to 2 minutes	
	LITTLEstep-by-step communicators: Records up to 4 minutes - with 3 sequential levels	
<p>Look for more creative ways to use “Talking Switches” on PrAACtical AAC: http://practicalaac.org/</p> <p>Beth Zillinger, MS, CCC-SLP Keystone Learning Services Autism Consultant bzillinger@keystonelearning.org (785) 876-2214 ext. 224</p> <p>Keystone Autism Interdisciplinary Team Members include: Amy Conklin, Stacy Diehl, Hana Dreiling, Michaela Driscoll, Cindy Malone, Kara Mitchell, Marie Moore, Amy Pound, Elizabeth Schmelzle, Becky Stewart, Janet Tust, Tyson VanDyke, Kim Wheeler, Kathy Young</p>		

AT TEAM

Technology to help students with Time Management

<p>A Guide for Time Management http://goo.gl/FTUO6</p> <p>Great online web teaching tool to help students learn how to “Plan Time” - “Stay on Track” - and “Control Procrastination”</p>	Website	
<p>30/30 - iOS app https://goo.gl/EGvKw</p> <p>Set a list of tasks and a length of time for each task. When you start the timer, it will tell you when to move on to the next task. This is a great visual tool to teach students about “time management.”</p>	iOS	
<p>Stay Focused https://goo.gl/xzqhz</p> <p>This Google Chrome App increases your productivity by limiting the amount of time that you can spend on time-wasting website.</p>	Chrome App	



For more tools on Time Management check out Karen Janowski's EF Toolkit: <http://goo.gl/wFakXN>



Check out some of these spotlight resources on the Infinitec Website!

<u>ONLINE CLASSROOM - WRITING</u>	<p>Author of the Day, An Introduction to Journal Writing for Early Learners - by Marlise Witham</p> <p>Marlise shows us how to introduce journal writing to early learners. Click here to link to Marlise's wiki for related resources. Playing time: 8:55</p>
<u>RESOURCES - WRITING</u>	<p>Under the Educational Enrichment Section: Education Oasis - provides 58 different writing graphic organizers http://www.educationoasis.com/curriculum/graphic_organizers.htm</p>
<u>CALENDAR</u>	<p>LIVE WEBINAR: Access to Printed Materials with iPad, Android, Chromebooks & Computers - by Dan Herihy</p> <p>Do your students need access to printed materials such as worksheets, reading assignments or quizzes right now! Learn how to utilize programs that can take a picture of a printed document, save it as a PDF, read it aloud highlighting word by word, translate the text into another language, and even read aloud in that language. Now need to write, draw or fill in the blanks on those documents? Apps and programs with TTS and easy to use options for typing, writing, drawing, using voice recognition to answer questions, recording your own voice directly onto the page and more!</p>

Count Your Kid In!

Call today to schedule a free appointment for your child at one of these locations:

November 20th, 2015-Meriden

December 11, 2015-Valley Falls

January 15, 2016-McLouth

February 19, 2016-Effingham

March 4, 2016-Nortonville

April 15, 2016-Easton

May 13, 2016-Lecompton

June 10, 2016 Oskaloosa

FREE INFANT and PRESCHOOL SCREENING CLINICS

Keystone Learning Services and the Jefferson County Health Department offer Count Your Kid In clinics throughout the school year for infants and preschool children, free of charge. If you have concerns about your child's development, this free screening will provide help for children 0-5 years of age. Children are screened in areas of speech/language development, motor development, concept development, social skills, vision and hearing. Trained professionals in these areas will screen your child. Screenings take place in local community settings and last approximately 1½ hours. Contact Lesa Brose at Keystone Learning Services at 785-876-2214 ext. 201 to schedule an appointment.

December Screening Information:

WHEN: Friday, December 11th, 2015

WHERE: Valley Falls Christian Church, 511 Oak Street, Valley Falls, KS 66088

*Coming Up Next Issue:
HAPPY HOLIDAYS!*



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