國立嘉義大學特殊教育中心 103 年度

大專校院身障生
個別化服務支持計畫工作坊
研習手冊

日期：103 年 5 月 21 日

地點：國立嘉義大學民雄校區行政大樓 A304 教室

國 立 嘉 義 大 學 特 殊 教 育 中 心 １０３ 年 度 「大專校院身障生個別化服務支持計畫工作坊」 實 施 計 畫

一、依據：

教育部103年1月13日臺教學(四)字第1030006515號函辦理。

二、目的：

為協助大專校院資源教室教師瞭解校內身心障礙學生的輔導需求，以提供各項支持服務及協助學生之適性學習策略，特辦理此研習。

三、主辦單位：教育部

四、承辦單位：國立嘉義大學特殊教育中心、特殊教育學系

五、研習日期及時間：103年5月21日（星期三）08：50-16：10

六、研習地點：國立嘉義大學民雄校區行政大樓3樓A304教室

七、主講人：美國北科羅拉多大學(University of Northern Colorado)
Dr. Lewis Jackson 及 Dr. Harvey Rude

八、口譯:國立嘉義大學特殊教育學系江秋樺教授、陳偉仁教授

九、參加對象及名額：全國公私立大專校院資源教室教師、雲嘉嘉國小教師，共60位。

十、報名方式：採網路線上報名，即日起請至教育部特殊教育通報網（http://www.set.edu.tw/frame.asp）報名至5月15日截止。

十一、經費及差假：
（一)本研習所需經費由教育部補助。
（二)各校參加研習人員，由原服務單位惠予公(差)假。
（三)錄取順序依序為輔導區嘉義縣市大專校院及報名先後，錄取名單將於特教通報網網頁公告。
（四)報名經錄取者，因故無法出席時，請於研習開始前三天來電告知，以便安排候補者；錄取者若無故未出席，本年度不得再參加本中心辦理之其他研習。

十二、注意事項：
（一）為響應環保，請參加學員自行攜帶杯具等。
（二）本校校區禁止機車進入，汽車請持研習公文進出校區。
（三）研習當日請準時報到，研習開始逾20分鐘不予入場。

（四）本研習全程參加者，本中心將於特教通報網登錄 6 小時研
習時數。遲到 20 分鐘者及中途離席者恕不核發研習時數。

十三、課程內容

時間	活動內容
08:30～08:50	報到
08:50～09:00	開幕
09:00～10:30	身心障礙學生正向行為支持方案(一) 講師:Dr. Lewis Jackson 口譯:陳偉仁教授
10:30～10:40	休息
10:40～12:10	身心障礙學生正向行為支持方案(二) 講師:Dr. Lewis Jackson 口譯:陳偉仁教授
12:10～13:00	午餐
13:00～14:30	高等教育階段身心障礙學生支持服務方案(一) 講師:Dr. Harvey Rude 口譯:江秋樺教授
14:30～14:40	休息
14:40～16:10	高等教育階段身心障礙學生支持服務方案(二) 講師:Dr. Harvey Rude 口譯:江秋樺教授
16:10～	賦歸

Contemporary Issues, Evolving Practices, and Unaddressed Concerns: Study and Amelioration of Behavioral Concerns

Lewis Jackson
University of Northern Colorado
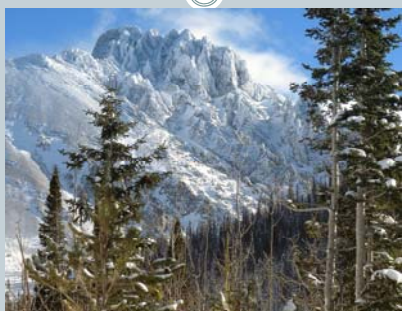**Lewis.jackson@unco.edu**

International Symposium
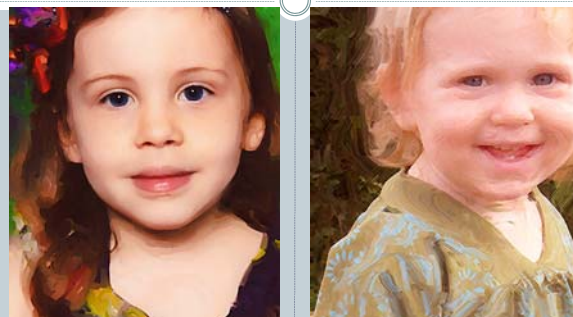**Taiwan, Republic of China**
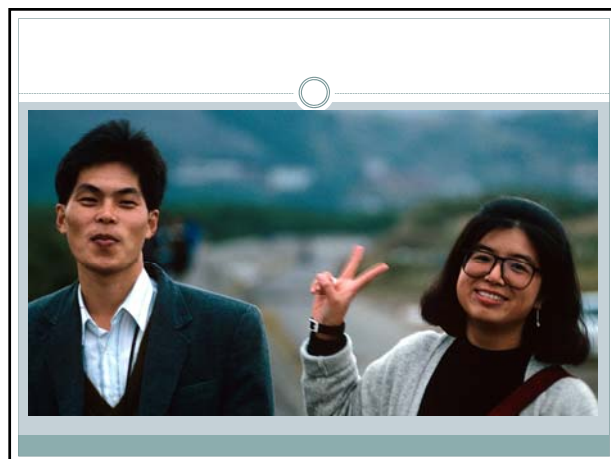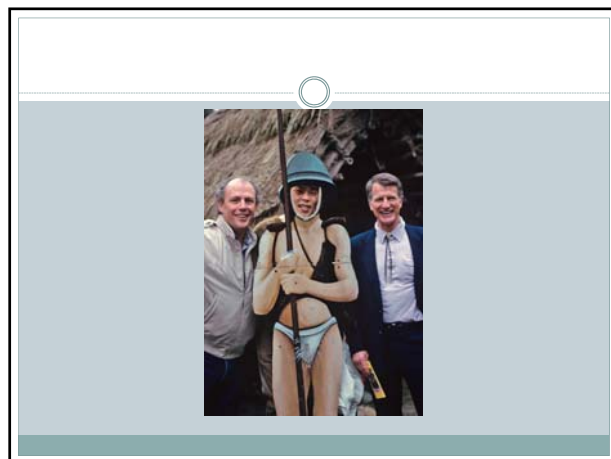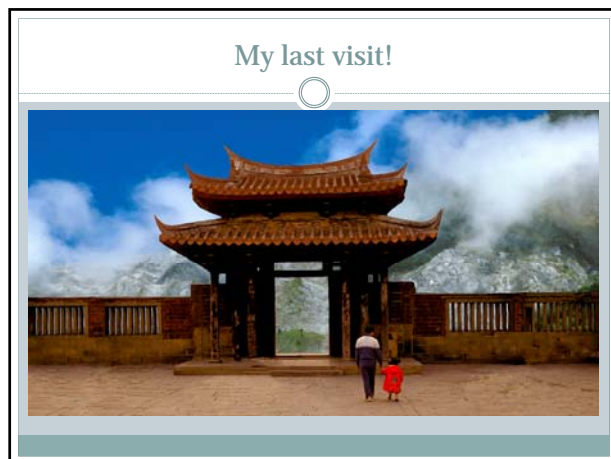**May, 2014**

Greetings!

Teachers in Training, Novosibirsk, Siberia, Russia

My home . . .

My family . . .

My last visit!

Last time:

- Trends in assessment with students who have intellectual and severe disabilities

This time:

- Trends in supporting students with *chronic behavioral concerns*

"Chronic Behavioral Concerns"

- Re-occurring behaviors that interfere with the learning of the identified student and other students;

- Re-occurring behaviors that interfere with the teacher's ability to teach the curriculum to the class;

- Re-occurring behaviors that are disruptive to others, inappropriate for the situations in which they occur, and that interfere with typical life activities at school or in the community;

- Behaviors that are aggressive and dangerous.

How are these children labeled within the special education system?

- Emotional/behavioral disorders

- Autism

- Intellectual Disability

- Learning Disabilities

- Attention-deficit disorder, with or without hyperactivity

  - Or, at-risk for any of the above

Educational Service Trends in the United States

Increasingly likely to receive a significant amount of their educational experiences in general education classrooms

General and special education, counselors, and others share responsibility -- "collaboration."

Implications

- General educators need to have more skills for addressing behavioral problems
- Special educators need to have skills and schedules that allow them to problem solve with general education and to intervene in classes throughout the building
- Interventions must be developed that are less intrusive and more acceptable for typical school environments

Today's Presentation in Four Parts

- Historical Perspective

- Evolving Practices

- Unaddressed Concerns and Their Implications

- A Proactive and Collaborative Approach

- **Historical Perspective**

  o Changing counseling practices

  o Changing educational practices

- **Evolving Practices**

  o Positive behavioral intervention support at the individual level

  o Positive behavioral intervention support at the building level ("school-wide")

- **Unaddressed Concerns and Their Implications**

  o Coping with negative and impactful past experiences

  o Coping with current experiences that are degrading or painful

  o Coping with their "reputations"

  o Next steps

- **A Proactive and Collaborative Approach**

  o Solution-focused behavioral support

Part 1.
Historical Perspective

o Changing counseling practices

o Changing educational practices

- Changing counseling practices
  - Less reliance on mental health labels as good predictors of child behavior and adjustment; more reliance on understanding immediate life circumstances
  - Less inclined to focus on intrapersonal (psyche) constructs and more inclined to focus on adjustment to outer circumstances

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- Changing counseling practices (continued)
  - Past: Patient/therapist relationship as catalyst for change
  - Present: Student/teacher and student/student relationships
  - Present: Socio-ecological conditions as triggers and how to desensitize the student

---

Theories that Illustrate the Changing Direction

Supportive Therapy	Solution-focused Therapy
From exploration to support	Avoid focusing on the problem
Developing mature relationships, learning from negative experiences, anticipating problems and staying balanced	Imagine life as it should be rather than how it feels today
	Define solutions (how to act differently) in situations where problem responses have been likely to occur in the past

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- Changing educational practices

  BEHAVIORISM

  - ABC units (antecedent, behavior, consequence)

  - What makes behavior go up? What makes it go down?

  - How do schedules of consequences impact behavior?

- Changing educational practices (continued)
  - 1960's: Behavior Modification
    - Emphasis on control
    - Environmental engineering
    - Token economies

1970's-1990's: Applied Behavior Analysis (ABA)

- Changing educational practices (continued)

  - Emphasis on understanding, then more precise control
  - Wide range of applications of basic behavioral principles to understand how they operate in different conditions
  - Multiple and complex forms of interventions (multi-component)

1990's-2000's: Positive Behavior Support

- Changing educational practices (continued)

  - Takes the best of ABA research
  - Evidence-based <u>and</u> Ethical practices
  - Behavior plans that focus on (a) prevention and less on compliance; (b) academic success and less on behavior reduction; and (c) postiive forms of control and less use of restraint and seclusion

The common thread: Support, instead of remediation

Contemporary Issues, Evolving Practices, and Unaddressed Concerns: Study and Amelioration of Behavioral Concerns

Continued

Today's Presentation in Four Parts

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Part 2.
Evolving Practices

## Positive Behavior Intervention Support (Positive Behavior Support)

- Focus on positive outcomes (e.g., the student is less disruptive because he/she is participating in class and is successful academically; student cooperates on the playground rather than bullies on the playground)
- Avoid using aversive consequences (punishers), although corrective consequences and non-exclusionary timeout is still probable in many schools
- Data-based decisions at individual and school level

- Positive behavioral intervention support at the individual level

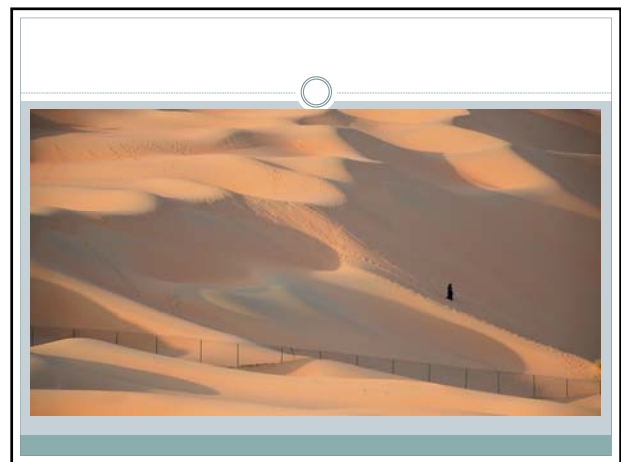- Positive behavioral intervention support at the building level ("school-wide")

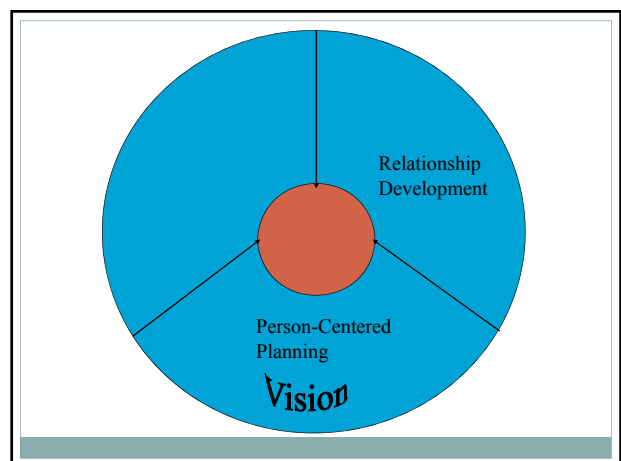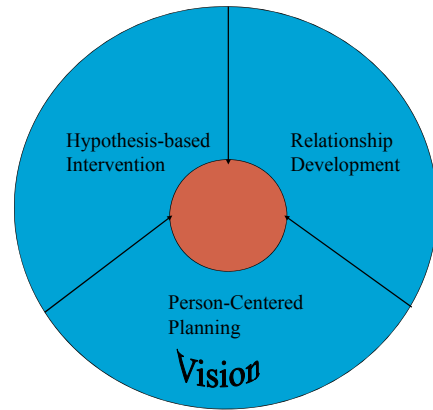Positive behavioral intervention support at the individual level (PBIS)

Four Components . . .

Person-centered

Person-Centered Planning

Vision
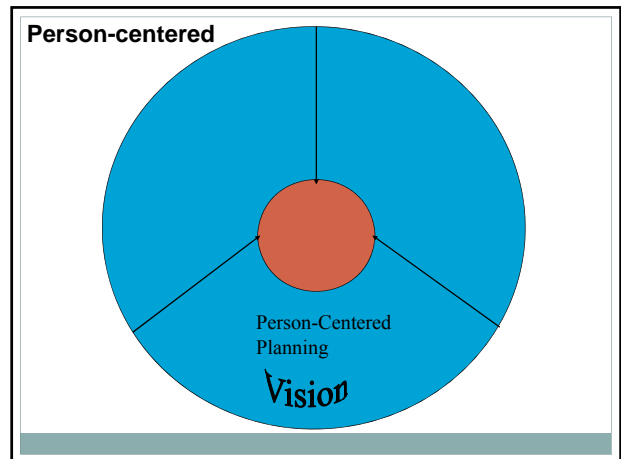
"If a person does not know to what port he is sailing, no wind is desirable" (Seneca, AD 64)

Roadmap

Relationship Development

Person-Centered Planning

Vision

Respect, Dignity, Valued, Friendship

Hypothesis-based Intervention

Relationship Development

Person-Centered Planning

Vision

Hypotheses-Based Intervention

- ☿ "Understanding" leads to more effective and humane supports
- ☿ Preventive steps and responses can be tailored to specific classes and activities
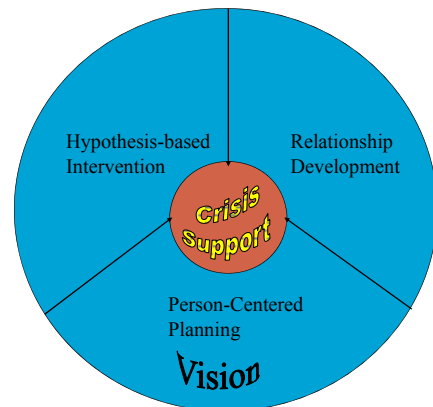- ☿ Understanding can result in more effective "in the moment" problem solving

- ☿ Qualities of a well-written hypothesis:
  - ☿ Identifies relevant setting/activities
  - ☿ Is referenced to particular behaviors
  - ☿ Identifies the motivation or affect believed to underlie a behavior

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Sources of Motivation

- Tangibles
- Sensory
- Escape
- Attention

Translating Behavioral Hypotheses Into Positive Behavioral Support Tactics: Four Simple Solutions

- Attention
- Escape
- Tangible
- Sensory

- Help the student develop better ways to get attention, better ways to relate to others, or ways to postpone attention needs.
- Help the student develop appropriate ways to communicate need for a break, take a break, ask for assistance, work through problems or situations.
- Help the student develop appropriate ways to obtain things he wants, ensure access to them, or tolerate external control.
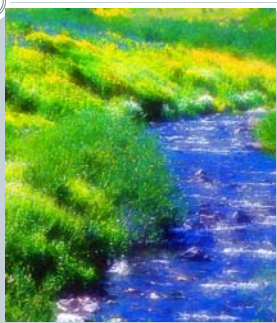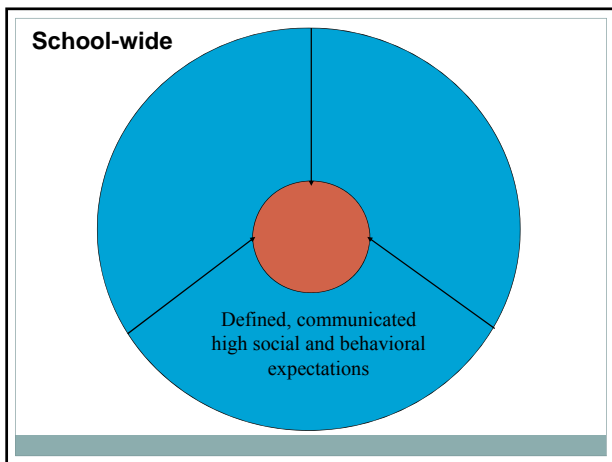- Enrich the environment; help the student access and participate in activities.

Hypothesis-based Intervention

Relationship Development

Crisis Support

Person-Centered Planning

Vision

Arousal Cycle & Response Options

Crisis Cycle Components	Unproductive Responses	Useful Responses
Anxiety • Noncompliance • Disruptive	• Directive •Set limits • Establish Consequences	• Listening • Curious • Supportive • Partnering • Healthy expectations
Trigger • Questioning • Refusal • Emotional Outburst	• Demand Compliance • Apply Consequences • Threat/Intimidation	• Self-reflection, answer •Self-reflection, negotiate •Listen/anchor, if necessary • Self-Discipline
Crisis • Intimidation/threat • Violence	• Anger • Move in • Retaliation/expulsion • Punishment	• Protective/protection • Move back/Keep Contact • Follow established plan • Nonviolent Crisis Intervention
Recovery • Embarrassment • Guilt, shame	• Placing blame • Retaliatory instruction	• Sense of perspective • Listening & support • Normalize the crisis • Personal disclosure • Collaboration
Resolution • Calm	• Reminding of crisis • Avoidance • Expectation of recurrence	• Analysis • Problem solving

- Positive behavioral intervention support at the building level ("school-wide"): SWPBIS

School-wide

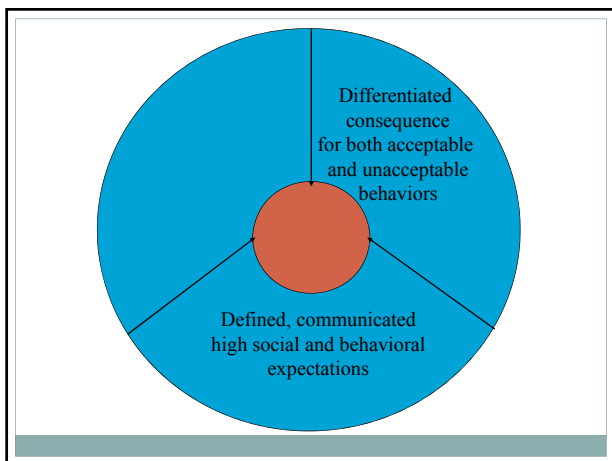Defined, communicated high social and behavioral expectations

Setting Expectations . . .

Differentiated consequence for both acceptable and unacceptable behaviors

Defined, communicated high social and behavioral expectations

Reinforcer Currency

Centralized data systems

Differentiated consequence for both acceptable and unacceptable behaviors

Defined, communicated high social and behavioral expectations

Contact Sheet

Centralized data systems

Differentiated consequence for both acceptable and unacceptable behaviors

3-tiered Responding

Defined, communicated high social and behavioral expectations

Multi-tiered Response Models

Progress Monitoring in RtI

School-wide Positive Behavior Intervention Support in Schools Today

- Over 14,000 schools in the USA today
- Studies repeatedly show overall positive outcomes at the building-level; e.g., lower rates of office referrals
- Sustainability can be questioned, schools are political and new initiatives can shift attention away from behavior support (e.g., standards and academics today); reliance on data for decision making is a variable that has been associated with sustainability
- Research is increasingly focusing on interrelationships between academics and behavior

Common Threads: Antecedent control for prevention; Functional analysis of behavior; Concern for environmental fit

Contemporary Issues, Evolving Practices, and Unaddressed Concerns: Study and Amelioration of Behavioral Concerns

Continued

Today's Presentation in Four Parts

- Historical Perspective

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- Unaddressed Concerns and Their Implications

- A Proactive and Collaborative Approach

Part 3.
Unaddressed Concerns and Their Implications

Concerns that I have

- Incomplete "Evidence-based practice" outlook can limit our vision, understanding, and success with students who have chronic behavioral concerns
- Students at Tier 3 . . .:
  - Are more likely to experience older behavior modification approaches to education, focusing on control and compliance rather than growth and success
  - Are more likely to experience intrusive interventions, including heavy medication usage; more isolation
  - The research does show more evidence of attention to academics, but the "successes" at tiers 1 and 2 are not as evident at this tier

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Three Challenges

- Coping with negative and impactful past experiences

- Coping with current experiences that are degrading or painful
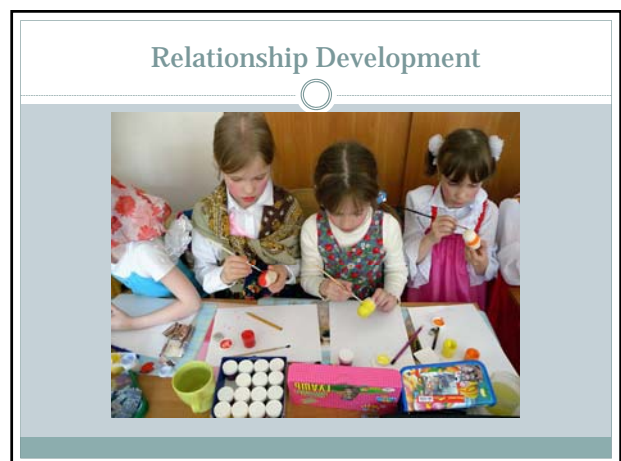
- Coping with their "reputations"

- Coping with negative and impactful past experiences

- Who: Children who have experienced neglect or abuse; other negatively impactful experiences with adults or peers
- Direct effect: heightened awareness, anxiety, distrust of adults, misperceptions; lack of a sense of being in control
- Interaction effect: the "speaking wound" (Dutro & Bien, 2014) interacting with discipline expectations

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- Coping with current experiences that are degrading or painful

- "*Children who have faced challenges*" become "*children who are challenges*" (Dutro & Bien, 2914); high risk for being labeled and sent to special education placements, which exacerbates the problem
- Educational experiences -- high risk for boring & repetitive (i.e., autism ABA), daily classroom activities, which can accelerate the behavior, which is then blamed on them

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- Coping with their "reputations"

- A child or youth's behavior assumes the character which is anticipated when there are intense and long-term expectations associated with its occurrence
- The effected child may perceive others as viewing him/her negatively even when this is not the case
- The effected child may have a sense of hopelessness, and see no future over and above what is occurring today

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- Next steps

- The under-researched areas of positive behavior intervention support:
  - Person-centered Planning
  - Relationship Development

Example Person-centered Planning for a Youth Approaching Adulthood

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Relationship Development

- Coping with negative and impactful past experiences

- Coping with current experiences that are degrading or painful
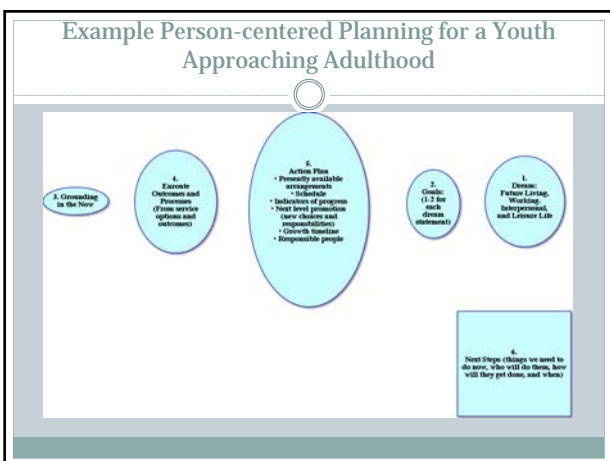
- Coping with their "reputations"

- When these three co-occur, the impact is devastating on the child, and the long-term effect could be chronic behavior problems that continue unabated.
- PBIS, if carried out with fidelity, can help with the more resilient child, but more vulnerable children will end up in the still questionable Tier 3.

The Underused Resource: Relationships, embedded within valued activities

Contemporary Issues, Evolving Practices, and Unaddressed Concerns: Study and Amelioration of Behavioral Concerns

Continued

Today's Presentation in Four Parts

- Historical Perspective

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**Part 4.
A Proactive and Collaborative Approach**

Review of selected points

- Children and youth with chronic behavior problems are more likely to be educated in mainstream, general education settings; teams of educators, counselors, and others must work together in intervention planning and implementation
- There are new developments in both counseling and education; the trend is toward using techniques of "support" to address chronic behavior problems
- We need more effective and humane procedures for working with students who have the most severe problems

- Solution-focused behavioral support

Slide 1

Positive
Behavioral Support
in the Classroom
Principles and Practices

Lewis Jackson
Marion Veeneman Panyan
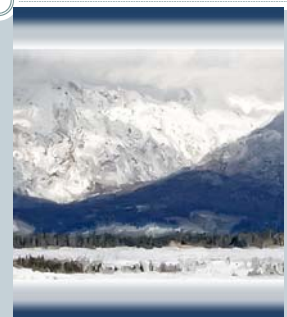
My work

- Developing solution-focused plans and conducting follow-along activities for children and youth with chronic behavior problems. Examples:
  - Severe intellectual disability; when started, frequent outbursts of rage and aggression; followed since 2nd grade, now in 10th grade. Doing well in school, mostly included in general education grade-level classes. Still gets upset at times but he controls it
 - Gifted, attachment disorder from extreme abuse; when started, continuously disruptive, frequent outbursts of rage; followed so far from Kindergarten through 3rd grade. Does well for periods of time in general class, then has prolonged periods where he has to be separated, then oput back into class. School has adjusted and maintains him in general education curriculum and (mostly) general education settings

My work (continued)

- More Examples:
  - Severe autism, nonverbal; when started, extremely frequent outbursts of rage and aggression; followed since 2nd grade, now in 9th grade. Went from continuous 1:1 in special room with no other children to mostly in special education resource room and some minimal inclusion in general education; Aggression and rage remained problems for many years, and procedures were added and changed frequently; for the last 2 years, rage and aggression have been mostly nonexistent, and appears to enjoy school for the first time.
  - "High functioning Autism," normal intelligence; when started, bursts of rage and uncontrolled aggression, which mostly were of short duration; school wanted to send him to an emotional behavioral disorders classroom; instead, we developed a solution focused plan; now doing well in a typical 1st grade general education classroom.

Solution-focused Behavioral Support

Behavior problem
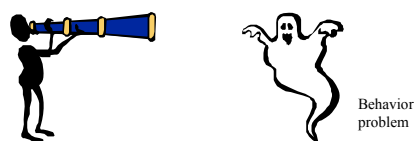
- A process for re-framing problems so that they look and become more resolvable

Team-based planning

- Recruiting problem-solvers for the team
- The team meeting
  - Appointing the facilitator
  - Organizing the materials
  - Selecting the questions
  - "Dialog and Document"
- Formalizing the Plan
- Implement and Follow-Along

Essential Ingredients for "Solution-Focused" Plans

- Reasonable and Feasible Outcomes

- Changes that Promote Growth, Learning, and Future Success

- Changes that Reduce and Prevent Stress and Enhance Comfort

- Ways to Handle Stressful Situations and Problems When They Arise

Reasonable and Feasible Outcomes

- Example questions that the team responds to as they plan
  - "What does a good day look like now? Is this a reasonable outcome for the near future?"
  - "What minimum changes are necessary for us to feel that the plan is working in several weeks?"

Reasonable and Feasible Outcomes

- EXAMPLE PLAN COMPONENT:
- Gets right to his jobs when he first comes into the class in the morning:
  - Puts away backpack
  - Sticker for poem folder signed by mom
  - Attendance sticker on board
  - Date on calendar (needs help on this one)

Changes that Promote Growth, Learning, and Future Success

- Example questions that the team responds to as they plan
  - In what activities is the child successful in now? Can access to these be increased?
  - Are there some ways we can help the child more effectively participate in classroom or home/community activities?
  - What responses can we encourage that honor the child's attention, affiliation, or power needs?

Changes that Promote Growth, Learning, and Future Success

- EXAMPLES OF PLAN COMPONENTS:
- Affirm him several times each period for what he does well
- For each lesson, always find and identify one thing that is right
- Give him 3-5 opportunities each day to come up with an important idea for class

Changes that Reduce and Prevent Stress & Enhance Comfort

- Example questions that the team responds to as they plan
  - Are there things that we now do that reduce or alleviate stress, fear, or uncertainty?
  - Are there other activity, material, or outcome adaptations that may reduce stress by clarifying expectations or ensuring success? Are there peers who could help?
  - Does the child need more breaks or opportunities to rest, or more access to food or liquids?

Changes that Reduce/Prevent Stress and Enhance Comfort

- EXAMPLES OF PLAN COMPONENTS:
  - Transitions in groups: Give him more time and reminders. Help move his materials for him
  - Answering teacher questions: Permit him (and others) to whisper the answer to his neighbor
  - Use discreet redirects so that student does not feel embarrassed in front of classmates.

Ways to Handle Stressful Situations and Problems When They Arise

- Example questions that the team responds to as they plan
  - What behavior patterns are of particular concern to the home or school community?
  - In what settings do we have these concerns?
  - What can we do when the situation is out-of-control? Who can we recruit to help us?
  - How can we promote understanding and acceptance from the others (neighbors, peers)?

Handling Stressful Situations and Problems When They Arise

- EXAMPLE PLAN COMPONENTS:
  - When he has dramatic outbursts:
    - Give him a cool down period by the piano if he is just beginning to get upset
    - If he is out-of-control, he goes to the in-class "think chair" until he expresses readiness to return

Why it works . . .

- Shifts the team's thinking from what is wrong to what is right about the student
- Results in multi-component interventions, focusing on what the adults can do to improve the life of the child and their own lives as well; behavior intervention plans typically address aspects of person-centered planning, hypothesis-based intervention, relationship development, and crisis support
- Brings together the experiences of all the people who know and work with the student; brings out ideas that they have tried that worked; new ideas also emerge because the dialog stimulates innovation

Review

- Historical Perspective

- Evolving Practices

- Unaddressed Concerns and Their Implications

- A Proactive and Collaborative Approach

Thank you!!

EFFECTIVE LEADERSHIP FOR SPECIAL EDUCATION AND HIGHER EDUCATION

DR. HARVEY RUDE
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School of Special Education
UNIVERSITY OF NORTHERN COLORADO
Greeley, Colorado USA
Harvey.Rude@unco.edu

Leadership: Special Education & Higher Education · 5/14/2014 · 1

PART ONE

- The Content and Context of Effective Leadership

Leadership: Special Education & Higher Education · 5/14/2014 · 2

You know about herding cats, but what about "free range camels?"

What you encounter in the desert 75 miles west of Riyadh, Saudi Arabia!

Leadership: Special Education & Higher Education · 5/14/2014 · 3

"I would have finished this by now, but I had help." Harvey Rude (1993).
Single parent of four children ages 9, 4, 4, and 4.

Fifteen Years Later in 2008!

Leadership: Special Education & Higher Education · 5/14/2014 · 4

Values in Leadership

- "Great Men" theories
- Does power/position have intrinsic worth?
- "The times produce the person and not the other way around?"
- Courage, commitment, skill
- Numerous examples throughout history of leaders for evil purposes
- Leadership is not value-free

Leadership: Special Education & Higher Education · 5/14/2014 · 5

Values in Leadership

- Leadership includes both station and influence?
- We have a choice to lead or mislead
- An alternative perspective on leadership: "Mobilizing people to tackle tough problems"

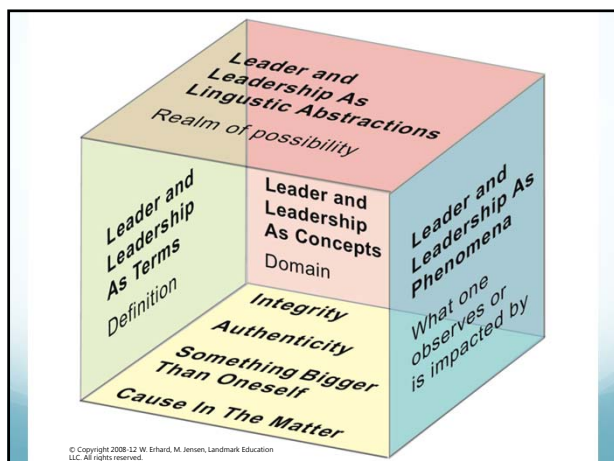Leadership: Special Education & Higher Education · 5/14/2014 · 6

What is Leadership?

- INTEGRITY (your word defined)

- AUTHENTICITY (being consistent with who you hold yourself to be with others and yourself)

- BEING COMMITTED TO SOMETHING BIGGER THAN ONESELF (serene passion required to lead and develop other leaders)

- CAUSE IN THE MATTER (taking a stand for yourself and life, and acting from that stand)

What is Leadership?

- INTEGRITY – What you said, know, and is expected!

- AUTHENTICITY – Recognizing when you are not being authentic.

- BEING COMMITTED TO SOMETHING BIGGER THAN ONESELF – The purpose of your career and relationships.

- CAUSE IN THE MATTER – Being accountable, not a victim; the context you give to yourself.

Leader and Leadership As Lingustic Abstractions — Realm of possibility

Leader and Leadership As Terms — Definition

Leader and Leadership As Concepts — Domain

Leader and Leadership As Phenomena — What one observes or is impacted by

Integrity
Authenticity
Something Bigger Than Oneself
Cause In The Matter

Integrity: Your Word Defined

1. **What You Said:** Whatever you said you will do, or will not do (and in the case of do, doing it on time). (Note: Requests of you become your word unless you have responded to them in a timely fashion.)
2. **What You Know:** Whatever you know to do, or know not to do, and if it is do, doing it as you know it is meant to be done (and doing it on time), unless you have explicitly said to the contrary.
3. **What Is Expected:** Whatever you are expected to do or not do (and in the case of do, doing it on time), unless you have explicitly said to the contrary. (Note: What you expect of others is not for you their word – with others, you must make your expectations explicit in the form of a request.)

The Golden Rule vs. Integrity

- The Golden Rule: "Do unto others as you would have them do unto you."

- A world in which everyone followed the golden rule would be wonderful.

- However, this rule for action leaves one with no power. One is left depending on the good will of others to benefit personally.

What it Means To Be Authentic

- Being authentic is being and acting consistent with who you hold yourself out to be for others (including who you allow others to hold you to be), and who you hold yourself to be for yourself.

- While this is fairly obvious, what is very much less obvious is the path to authenticity. The path to authenticity is being authentic about your inauthenticities.

Being Committed to Something Bigger than Oneself

- Source of the serene passion required to lead and to develop others as leaders, and the source of persistence when the path gets tough.

- Are you committed to being bigger than the way you wound up being?

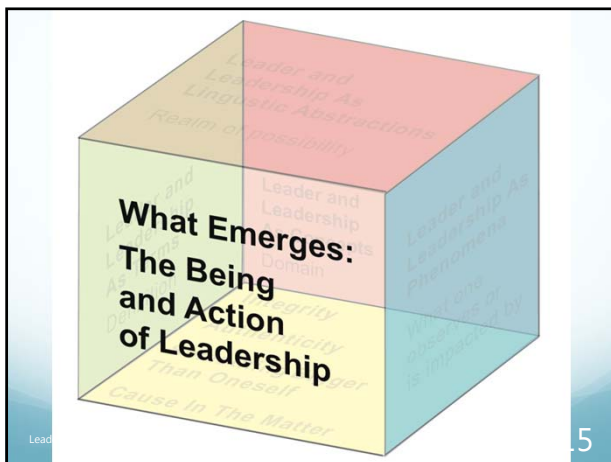- What is your purpose in life, and what is the purpose of your career or relationships?

Cause in the Matter

- This means everything in your life as a stand you take for yourself and life – and acting from that stand.

- Victims have no power. If you are cause in the matter, you cannot be a victim.

- Cause-in-the-matter is a context I give myself – it is not about the content.

The Power Of A Context: A Simple Illustration

See what you make of the following paragraph:

"A newspaper is better than a magazine. A seashore is a better place than a street. At first it is better to run than to walk. You may have to try several times. It takes some skill, but it is easy to learn. Even young children can enjoy it. Once successful, complications are minimal. Birds seldom get too close. Rain, however, soaks in very fast. Too many people doing the same thing can also cause problems. One needs lots of room. If there are no complications it can be very peaceful. A rock will serve as an anchor. If things break loose from it, however, you will not get a second chance."
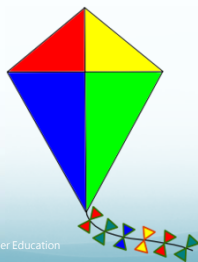
The Power of Context:

●KITE

What is important in your work?

- Context and Perception

- http://www.youtube.com/watch?v=47LCLoidJh4

- We can lose sight of the forest if we focus too much attention on the trees!

- (The value of visionary leadership in balance with effective management.)

Leadership as Adaptive Work

- Species change as the genetic program changes

- Cultures change by learning

- The key questions to be raised in adaptive work are: "What is it we are adapting to become?" and "For what purpose are we adapting?"

The Roots of Authority

- Contrasted with Influence

- Assessment of Reality and Clarification of Values

- What is (facing the brutal facts)?
  - versus
- What could be (our ideal future)?

To paraphrase Thomas Kuhn (The Structure of Scientific Revolutions)

There will never be enough data, evidence, research, proof, (etc.) that will convince others to commit to a created future.

The reason for committing to the created future is based on the realization that the default future has failed to make the organization, system, people (etc.) complete.

Technical and Adaptive Work

Type of Work	Problem Definition	Solutions	Responsi-bility
Technical	Clear	Clear	Authority
Technical & Adaptive	Clear	Requires Learning	Authority & Stakeholder
Adaptive	Requires Learning	Requires Learning	Stakeholder >Authority

What is Adaptive Work?

- Adaptive Work requires a longer timeframe than technical work

- Adaptive Work is experimental

- Adaptive Challenges generate Disequilibrium and Avoidance

Leadership with Authority

AREA OF FOCUS	TECHNICAL	ADAPTIVE
DIRECTION	Define problem and solution	Frame Issues & Key Questions
PROTECTION	Protect from external threats	Disclose external threats
CONFLICT	Restore Order	Expose Conflict or let it emerge
NORMS	Maintain Norms	Challenge Norms - allow challenge

The Classic Error

- TREATING ADAPTIVE CHALLENGES AS IF THEY WERE TECHNICAL PROBLEMS

LEADERSHIP PURPOSE: Mobilizing Adaptive Work

- LEADERSHIP is an Activity, With or Without Authority

- Not defined by Personality Traits, Power, Influence or Position

High Performance Teams

- Team norms encourage high performance and quality
- The team expects to be successful
- The team encourages innovation
- The team pays attention to the details of its work

  - Susan Wheelan (2010). *Creating effective teams: A guide for members and leaders.*

Transformation: The Extreme Makeover

- *From*
  - Separate work
  - Communicating my own interests
  - Talking and working with others in my role
  - Schools and stakeholders as adversaries

- *To*
  - Shared work
  - Communicating how my interests are an important part of the total picture
  - Routine interaction with others who do shared work
  - Schools and stakeholders as allies

What do we mean by 'Dialogue'?

Debate	Discussion	Dialogue
Accepts assumptions as Truth	Surfaces various assumptions	**Examines assumptions**
Point – Counterpoint	Majority rules; agree to disagree	**Seeks common ground; supports consensus**
Persuasive	Informative	**Reflective**

Effective Teams Rely on Diversity

- Challenger – Question Oriented – Asks the tough *questions*, pushes team to take reasonable risks.

- Contributor – Task Oriented - Gets team to focus on the immediate *task*.

- Communicator – Process Oriented – Interpersonal relationships and group *process* are this person's strengths.

- Collaborator – Goal Oriented – Emphasizes the overall *purpose* of the team.

Moral Imperative as Strategy

- Make a personal commitment
- Build relationships
- Focus on implementation
- Develop the collaborative
- Connect to the outside
- Be relentless (and divert distracters)

  - Michael Fullan (2011). *The Moral Imperative Realized.*

Big Ideas for System Reform

- All children can learn
- A small number of key priorities
- Resolute leadership/stay on message
- Collective capacity
- Strategies with precision
- Intelligent accountability
- All means all

  - Michael Fullan (2010). *All systems go: The change imperative for whole system reform.*

What is meant by Intelligent Accountability?

- 1. It relies on incentives more than punishment
- 2. It invests in capacity building so people meet goals
- 3. It invests in collective or "internal" accountability
- 4. It intervenes initially in a nonjudgmental manner
- 5. It embraces transparent data (practice and results)
- 6. It intervenes more decisively when required

## Unintended Consequences of Special Education:

- Dropout rates
- High school diplomas
- Limited employment opportunities
- The school-to-prison pipeline
- The problem of over-representation
- College students with disabilities

  - Jan W. Valle and David J. Conner (2011). *Rethinking disability: A disability studies approach to inclusive practices.*

A Model for Native Leadership
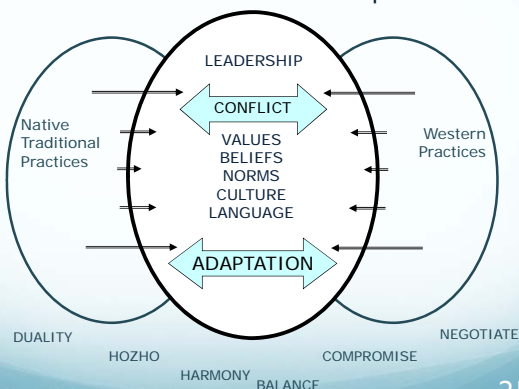
PART TWO

- Best Practices and Legal Foundations in Special Education

US Laws and Court Rulings that led to Special Education Services

- 1868: Equal protection clause in the US constitution
- 1954: Supreme Court rules separate education is not equal education (Brown vs. Board of Education)
- 1964: Congress enacts Civil Rights Act prohibiting discrimination based on race or ethnicity
- 1972: Federal Courts mandate special education for all children
- 1973: Congress enacts Rehabilitation Act prohibiting discrimination within any public entity (504 law)
- 1975: Congress enacts P.L. 94-142 calling for free appropriate public education for all children with disabilities.

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A brief "history lesson" in Special Education

- 1950s – Access
- 1960s – Diagnostic/Prescriptive Teaching (focus on Curriculum)
- 1970s – Effective Teaching Research
- 1980s – Collaboration and "Shared" Responsibility for all Learners
- 1990s – Effective Schools Research
- 2000s – Scientifically-based Interventions
- 2010s – Outcomes and Results for All

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Fact or Theory?

- Learning Disability
- Visual Impairment
- Emotional Disability
- Intellectual Disability
- Deaf/Hard of Hearing
- Autism
- Speech/Language Disorder
- Attention Deficit and Hyperactivity Disorder

- Theory
- Fact
- Theory
- Theory
- Fact
- Theory
- Fact and Theory
- Theory

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HB11-1277 Statutory Changes to the Eligibility Categories

A. Autism Spectrum Disorder

B. Hearing Impairment, Including Deafness

C. A Serious Emotional Disability

D. An Intellectual Disability

E. Multiple Disabilities

F. An Orthopedic Impairment

G. Other Health Impairment

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HB11-1277 Statutory Changes Eligibility Categories

H. A Specific Learning Disability

I. A Speech or Language Impairment

J. Traumatic Brain Injury

K. A Visual Impairment, Including Blindness

L. Deaf-Blindness

M. A Preschooler with a Disability (A Child with a Developmental Delay)

N. An Infant or Toddler with a Disability

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In the United States, For each 100 students without disabilities leaving school:

- 58 get a permanent, paid job right away.
- A year later, 70 will have a permanent, paid job.
- Throughout adulthood, 82 will continue to work in a permanent, paid job.

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In the United States, for each 100 students <u>with</u> a disability leaving school:

- 28 get a permanent, paid job right away.
- A year later, 38 will have a permanent, paid job.
- Throughout adulthood, 30 will continue to work in a permanent, paid job.

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Do you think students with disabilities say, "When I grow up, I want to....."

- Earn a low wage.
- Live in poverty.
- Further my education in prison.
- Have no healthcare.
- Be dependent on others.
- Be homeless.

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Universal Design for Learning

- "The design of products and environments to be useable by all people, to the greatest extent possible, without the need for adaptation or specialized design."
- http://www.youtube.com/watch?v=bDvKnY0g6e4

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Leadership: Special Education & Higher Education   5/14/2014   46

Multiple Means of Representation-Knowledge Networks

- Options to
  - Customize the display of information
  - Provide alternatives for auditory and visual information
- Options to
  - Clarify vocabulary
  - Illustrate through multiple media
- Options to comprehension
  - Activate background knowledge
  - Patterns, big ideas, relationships

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Multiple Means for Action and Expression-Strategic Networks

- Options to
  - Vary methods for response and navigation
  - Access to tools and assistive technologies
- Options to
  - Create multiple media for communication
  - Provide multiple tools for construction & composition
- Options to
  - Guide appropriate goal-setting
  - Support planning and strategy development
  - Enhance capacity to monitor progress

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Engagement-Affective Networks

- Options to
  - Optimize individual choice and autonomy
  - Minimize threats and distractions
- Options to
  - Vary demands and resources to optimize challenge
  - Increase mastery-oriented feedback
- Options to
  - Promote expectations & beliefs to optimize motivation
  - Develop self-assessment and reflection

- Educator Effectiveness and Value-Added Models of Teacher Evaluation

  (making the linkage between teacher performance and student growth)

- What does "specially designed instruction" actually mean?

- (i.e., What's special about special education?)

Examples of High Leverage Practices:

- •Setting up and managing small group work
- •Selecting and using particular methods to check understanding and monitor student learning during and across lessons
- •Composing, selecting, adapting quizzes, tests, and other methods of assessing student learning of a chunk of instruction
- •Conducting a meeting about a student with a parent or guardian

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Classroom Focus

Using the principles of universal design

Providing opportunities for teacher collaboration

CAST (2008) identifies 3 areas for determining accessibility:

- **Recognition:** How are students expected to identify, interpret, or recognize the information given?

- **Expression:** How are students expected to express or communicate their understanding?

- **Engagement**: What is the interest of the student or what is the motivation/value in learning the information?

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Slide 55

Principle One: Equitable Use
Principle Two Flexibility in Use

The design is useful and marketable to people with diverse abilities.

The design accommodates a wide range of individual preferences and abilities.

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Principle Three: Simple and Intuitive Use Principle Four: Perceptive Information

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

Closed captioning of text as it is spoken.

102A Conference Room

WOMEN

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Principle Five: Tolerance for Error
Principle Six: Low Physical Error

The design minimizes hazards and the adverse consequences of accidental or unintended actions.

The design can be used efficiently and comfortably and with a minimum of fatigue.

FIRE

File Edit View Label Special
Undo ⌘Z
Cut ⌘X
Copy ⌘C
Paste ⌘V
Clear
Select All ⌘A

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Principle Seven: Size and Space for Approach and Use

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

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- **Science to Education Gap:**
  - **What is known is not what is adopted to help students learn**

- **Implementation Gap:**
  - **What is adopted is not used with fidelity and good effect**
  - **What is implemented disappears with time and turnover**

(The Problem)

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Slide 60

- An evidence-based program is one thing

- Implementation of an evidence-based program is a very different thing

(The Research to Practice Gap)

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Slide 61

Implementation occurs in stages:

- **Exploration**
- **Installation**
- **Initial Implementation**
- **Full Implementation**
- **Innovation**
- **Sustainability**
  - Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

2-4 yrs.

Slide 62

Essential Component 1: Multi-Tier Systems of Support

ACADEMIC SYSTEMS

TIER 3 Intensive, Individual Interventions
- Individual students
- Assessment-based
- High intensity
- Of longer duration

TIER 2 Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions
- All students
- Preventive, proactive

BEHAVIORAL SYSTEMS

TIER 3 Intensive, Individual Interventions
- Individual students
- Assessment-based
- Intense, durable procedures

TIER 2 Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

TIER 1 Core Instructional Interventions
- All settings, all students
- Preventive, proactive

CIRCA 5%
CIRCA 15%
CIRCA 80%

Students

Slide 63

Essential Component 2: Problem-Solving Method

What is the problem?

Why is it happening?

What should be done about it?

Did it work?

Slide 64

Essential Component 3: Data System

- COMMON ELEMENTS:
- Procedural steps followed sequentially
- Implementation of scientifically based interventions
- Frequent data collection
- Decision-making based on student performance

Slide 65

IMPLEMENTATION W/ FIDELITY

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

UNIVERSAL SCREENING

RtI

STUDENT PERFORMANCE

DATA-BASED DECISION MAKING & PROBLEM SOLVING

CONTINUOUS PROGRESS MONITORING

Slide 66

Possible RtI Outcomes
Gresham, 2005

	Responder	Non-Responder
High Risk	False + Adequate response	True + Inadequate response
No Risk	True – Adequate response	False – Inadequate response

Avoiding False +/-

- Technically adequate assessments
- Integrated initiatives
- Continuum of effective practices
- Fidelity of implementation
- Timely team-based decision making
- Efficient & accurate decision rules
- Regular systems level audits
- Training to Fluency
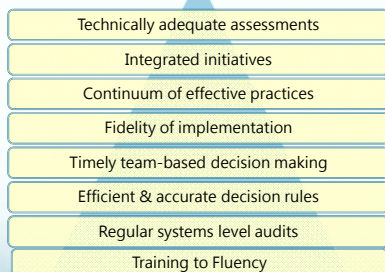
Positive School Climate:

- Engaging teachers in a collaborative team problem-solving process that uses data to guide instruction

- Including families in a culturally-sensitive, solution-focused approach to supporting student learning

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Positive School Climate: Essential Practices

- Defining and consistently teaching expectations of behavior for students, parents and educators

- Acknowledging and recognizing students and adults consistently for appropriate behaviors

- Monitoring, correcting or re-teaching behavioral errors

Leading Data Discussions

- Professional Learning Communities
- Data-dialogue meetings
- Grade or Content-level meetings
- Meeting should be efficient, organized and scheduled regularly
- Discuss
  - Whole group, flexible group changes, class changes at secondary
  - Curricular gaps based on review of class benchmarks or other data
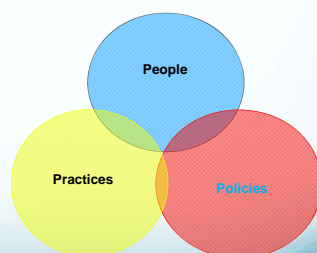

Consensus brings together People, Practices, Policies

- Provide Technical Assistance and Professional Development
- Work in teams representing school, university, family
- Build Capacity

People

Practices

Policies

Policy is not based on research.

Policy is based on values.

Research challenges us to question; tests us to change.

Barbara Keogh, 1992

Nine Hard Things to do…

- 1. It's easy to gather data
- …It's hard to use data.
- We must focus data on instruction and intended outcomes.
- Data should not be used to make excuses about student performance.

Nine hard things to do…

- 2. It's easy to have volunteers
- …It's hard to have real parent involvement.
- Parents and families should be partners.
- Paradigm shifts are necessary for the roles of schools (invitational) and parents (help their children succeed).

Nine hard things to do…

- 3. It's easy to do staff development
- …It's hard to develop staff.
- Need to create an individualized learning plan for each EDUCATOR.
- Determine what each teacher requires to MEET THE NEEDS OF STUDENTS.

Nine hard things to do…

- 4. It's easy to focus on teaching
- …It's hard to focus on learning.
- Try different strategies when the preferred approaches don't work.
- Provide data that will assist teachers to know when to switch strategies.

Nine hard things to do…

- 5. It's easy to remediate
- …It's hard to accelerate.
- Use the best of differentiation and enrichment for ALL learners.
- Teach kids how to ENJOY school!

Nine hard things to do…

- 6. It's easy to direct and manage
- …It's hard to lead.
- We must demand more of our leaders (we all know when we are being managed—there's no vision!)
- Good leadership comes in many forms.

Nine hard things to do...

- 7. It's easy to make a testimonial
- ...It's hard to conduct an evaluation.
- Is what we're doing working? Versus Did everyone love the activity?
- Priority outcomes must be identified that contribute to learning and results.

Nine hard things to do...

- 8. It's easy to assign blame
- ...It's hard to solve problems.
- Blame leads to victims, no learning, and lack of accountability.
- Accountability leads to growth and the desired future that we want for all learners.

Nine hard things to do...

- 9. It's easy to talk about "those kids"
- ...It's hard to talk about "our kids."
- Policy makers, educators, and community members must understand there are NO "those kids."
- We must see the future through the eyes of our children. (Ann Chafin, CCSRI)

So...how do you make this happen?

- Supporting education systems for all students through learning-focused relationships.
- Offering Support
- Creating Challenge
- Facilitating a Professional Vision

  - (Lipton and Wellman)

PART THREE

- Supporting Success of Students with Disabilities in Higher Education

A Self-Advocacy View of Autism

- **Project Voicescape: No Pity**
- **A Documentary by Drew Morton Goldsmith**
- http://www.youtube.com/watch?v=R3DwCn6VeZY

A Quick Quiz
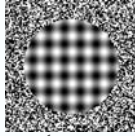
1. What are 3 things you do to get ready for the next day?
2. What are three things you do to control interruptions?
3. What are three things you do to keep yourself focused on a task?

Every day, we practice executive functioning skills:

- Make plans
- Keep track of time
- Keep track of more than one thing at once
- Participate in group dynamics
- Evaluate ideas
- Reflect on what we are doing

- Change our minds and modify our thinking
- Finish work on time (or not)
- Wait to speak and ask questions
- Seek more information

So…executive function is:

- A set of self –regulation skills
- Conscious, purposeful and thoughtful
- Activating, monitoring, and evaluating
- An understanding of how past knowledge influences present knowledge
- Knowing how one learns and reacts to different activities and tasks
- METACOGNITIVE

Metacognition is the key!

"I think therefore I am"

- Metacognition: *thinking about thinking and knowing about knowing, being aware of and controlling the learning process.*

Metacognition is an element of executive functioning

- It helps a person to think about what he/she is doing
- It guides a person through the challenges of managing many things at one time
- It helps a person to plan how to organize, evaluate, and modify activities
- It guides a person through social interactions and difficult situations

Are executive functioning skills innate?

No, many individuals spend much of their lives without the benefit of executive functioning skills. They have difficulties in many areas.
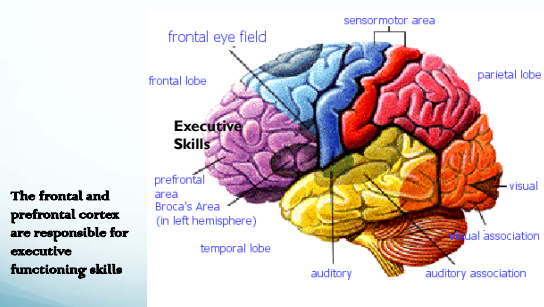
Executive function and brain development

The frontal and prefrontal cortex are responsible for executive functioning skills

Prefrontal brain systems are among the last to fully develop, in late adolescence

They are the final common pathway for managing information and behavior from other regions.

The frontal lobes:

- Decide what is worth attending to and what is worth doing
- Provide continuity and coherence to behavior across time
- Mediate affective and interpersonal behaviors so that they meet the challenges of internal and external environments
- Monitor, evaluate, and adjust

Dawson, P., & Guare, R. (2004)

Under-developed frontal lobes can hinder executive functioning skills. Other disabling factors may include:

- Learning disabilities (LD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Brain injury (TBI, ABI)
- Autism
- Cognitive disabilities (e.g., mental retardation)
- Mental illness (e.g., schizophrenia, bipolar disorder, obsessive-compulsive disorder)

Problems with executive functioning can include:

- Difficulty planning a project
- Trouble comprehending how long it will take to complete a project
- Difficulty telling or writing something in an organized and sequential manner
- Difficulty with memorization and retrieving information from memory
- Initiating activities or tasks
- Generating ideas independently
- Retaining information while doing something with it

Individuals without these innate skills sometimes feel overwhelmed!

Students perform much better when they can use Executive Functioning Strategies

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To help with executive skills, teach students to:

- Use a step by step approach
- Use tools such as daytimers or PDAs, c watches with alarms
- Ask for written directions with oral instructions. Repeat back the instructions to the instructor.
- Plan and structure transition times and shifts in activities

(ncld.org)

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Explicitly and systematically teach executive functioning strategies to students

- Teach how, when, and why specific strategies should be used
- Teach students to personalize and modify strategies so that they become their own
- Practice, practice, practice! Be sure that students experience success
- Help students set realistic goals

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To Review:

- **What is a definition of executive functioning?**
- **What are some examples of executive functioning skills?**
- **Why is it important for college students with disabilities to possess good executive functioning skills?**
- **How do you know when a student lacks executive functioning skills?**

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Managing Time:

- Create checklists and "to do" lists; estimate how long tasks will take and write it down
- Break long assignments into chunks and assign timeframes for completing each task
- Use visual calendars (iPhones, PDSa) to keep track of long-term assignments, due dates, other activities
- Write the due date on the top

  of each assignment

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Procrastination: How to avoid being buried!

- Take a 3 X 5 card
- Write down your tasks
- Label them either 1, 2, or 3
- 1 = those tasks the most important
- 2 = tasks are important, but less than 1
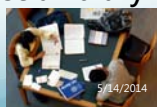- 3 = do not require immediate attention

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Ways to get the most out of NOW - Tell students:

When to Study

- Study difficult or boring subjects first
- Be aware of your best time of day
- Use waiting time everywhere you go

Where to Study

- Use a regular study area
- Study where you will be alert
- Use a library

How to stay focused!
Tell students to:

- Choose a study time and tell others that you will be studying
- Get off the phone!
- Learn to say "no"
- Hang a "do not disturb sign" on your door
- Get ready the night before to prepare for the next day
- Avoid noise distractions
- Notice how others misuse your time

Memory Tasks!

- Students need to be taught specific and explicit strategies to help them with memory tasks.

Managing student work load

- Be careful not to take too many courses each semester
- Make a checklist for completing assignments (e.g., bring pencil and paper, take notes, write down homework, write assignment due date in planner)
- Meet regularly with professors and other students to review work

How to take good notes
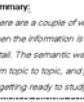
Use the Cornell method of taking notes

8.5"

2.5" — Cue Column

6" — Note Taking Area

11"

2" — Summaries

Slide 109:

Main Ideas	Details

Cornell notes	• Can be used to provide an outline of the course, chapter, or lecture.
	• Organized by main ideas and details.
	• Can be as detailed as necessary.
	• Sequential– take notes as they are given by instructor or text in an orderly fashion.
	• After class, write a summary of what you learned to clarify and reinforce learning and to assist retention.
	• Can be used as study tool:
	  1. Define terms or explain concepts listed on the left side.
	  2. Identify the concept or term based on its definition on the right side.

Semantic map or web	• Can be used to provide a "big picture" of the course, chapter, or lecture. • Organized by main ideas and sub-topics. • Limited in how much detail you can represent. • Simultaneous - you can use this method for instructors who jump around from topic to topic. • After class, you will probably need to "translate" notes into a Cornell format. • Can be used as a study tool – to get a quick overview and to determine whether you need more information or need to concentrate your study on specific topics.

Summary:
There are a couple of ways that you can take notes. The Cornell method is best when the information is given in a sequential, orderly fashion and allows for more detail. The semantic web/map method works best for instructors who skip around from topic to topic, and provides a "big picture" when you're previewing materials or getting ready to study for a test.

Slide 110:

Use Semantic Mapping

Slide 111:

NEEDS OF THE COW   APPEARANCE

Air   Colour: Black, white, brown
Water   Size: Big, near horse
Moderate temperature   Shape: 4 legs, squarish body
Hay   Unique: Horns, big udder
Grass
Minerals

FOOD USE   WHERE FOUND

Milk   Farm
Butter   Barn
Cheese   Pasture
Meat   Range
Hamburger
Steaks

Slide 112:

YOUR TURN:

- How did you study to take tests?
- How did you organize yourself?

Slide 113:
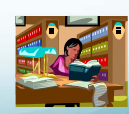
Test-taking can be successful if you are prepared!

Slide 114:

What to do before the Test

- Manage review time
- Use study checklists or semantic maps
- Write your own test
- Ask the instructor what to expect
- Get copies of old exams if possible
- Use flash cards
- Use the mnemonic devices

As you begin to take the test:

- Arrive early and have materials
- Say an affirmation ("I know I will do well on this test because I studied hard and I know the material.")
- Look over the entire test; read all of the directions
- Allot <u>time</u> and <u>order</u> to the sections of the test
- Jot down memory aids, formulas, facts or other materials. Ask the professor if you can use a blank piece of paper.

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Tips for Multiple Choice Tests:

- If two answers are similar, choose one of these answers
- If two quantities are almost the same, choose one of them
- Choose the longest or most detailed question
- If answers cover a wide range (4.5, 66.7, 90.1, 5321.05), choose the one in the middle
- Avoid absolute words (*always, never*). Choose answers with qualifiers (*sometimes, rarely, most*)

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Tips for True/False questions:

- Answer them quickly and with your first instinct
- Avoid absolutes
- Select qualifiers
- Don't spend a lot of time on T/F as they are usually   points

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Tips for Essay Questions:

- Make an outline before you begin to write
- Use subheadings to answer each section of the question
- Write short, concise sentences
- Answer all parts of the question
- Write on one side of the paper only
- If you are using a computer, give yourself enough time to use spell check and grammar check

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Before you turn in your paper:

- Check to make sure you have answered all questions
- Guess on items, even if you don't know them
- Be sure your name is on each page of the test
- Review the answers about which you are unsure Change an answer <u>only</u> if you feel strongly about it
- Erase any marks you don't need
- Take a deep breath, put a smile on your face, and turn in your paper
- Say an affirmation, "I did the best I could because I studied and I came prepared."

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Adapting to university life for a student with a disability

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Your Turn

- Make a table on a piece of paper and complete this for as if you were a college student

Characteristics	Secondary School	College
Time in class		
Size of campus		
Assignments/Tests		
Study time		
Teaching style		
Notetaking		
Other		

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(Webb, 2000) 121

Things to Remember:

- Understand that college is different from high school
- Think how to balance school and home schedules
- Seek out supports
- Be open with your professors
- Ask your advisors to suggest professors that will understand your needs
- Practice Self-Advocacy

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Self-Advocacy is key to student success

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Students who practice Self-Advocacy are:

- Autonomous – they act according to their own preferences
- Psychologically empowered – they act based on the belief they can influence outcomes
- Self-realized – they know and use knowledge of themselves

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YOUR TURN

What are ways you can encourage self-advocacy for the students you will serve in university classrooms?

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Students need to be explicitly taught how to self-advocate.

- Provide specific guidelines for how to practice self-advocacy
- Provide specific opportunities to practice self-advocacy
- Provide supportive adults to help them when they both succeed and when they fail

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Match students to mentors

- Professor mentor

- Successful student with or without a disability mentor

- Community member

mentor

(with or without a disability)

Your Turn – You are a college student

List individuals who have offered encouragement and support to you	Explain how you can continue your interaction with each individual
List individuals you believe could be supportive of you during your college years	Explain how you will establish a relationship with each individual

Teach Self-Advocacy Skills.

- Teach the **SHARE** behaviors:
  - **S**it up straight
  - **H**ave a pleasant tone of voice
  - **A**ctivate your thinking
  - **R**elax
  - **E**ngage in eye communication

Adapted from the Van Reusen, et al., (1994). The self-advocacy strategy.

In summary, to develop success for college students with disabilities

- Foster self-advocacy skills
- Foster Executive Functioning skills
- Encourage, through instruction and practice:
  - Time management skills
  - Strategies for reading, writing, and test-taking
  - Strategies for note-taking
  - Strategies for staying focused on a t
  - Strategies to encourage metacogni

3/2/1 Evaluation

- Identify 3 new ideas from today's session

- Determine 2 nuggets (i.e., concepts, practices, strategies, etc.) you plan to share with others

- Decide on 1 innovation you are committed to apply to your own practice

"Sometimes we go slow to go fast."

Gerai,Kapoon Krub, Shokran,
Xie Xie, Gracias, Ahéhee'   !!!

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