

ACTion! News

The Newsletter of the International Association for Applied Control Theory

Fall, 2005

Contents

- IAACT News in Brief
- Being the New Control Theory Kid on the Block
- IT!: Integrating Theory
- Worlds Apart: A Personal Story of Intrigue, Discovery, and Contrasts
- The Oasis Within
- Inclusion and Applied Control Theory at E. E. Miller Elementary School
- The Juvenile Theft Diversion Program at Life Connections, Inc.
- Call for Contributions and Suggestions

IAACT News in Brief

By Colin Dietch, Editor

IAACT Faculty to Meet in Chicago, October, 2005

Between October 20th and 22nd, 2005, IAACT will host *The Chicago Connection!*, a faculty retreat for continuing education. We look forward to using our time in the windy city to re-connect. We will start with a dinner on the town Thursday evening and end with breakfast on Sunday.

IAACT Faculty will need to make hotel reservations at the Hampton Inn and Suites. Faculty may visit The Hampton Inn Website (<http://www.hamptonSuitesChicago.com>) or call 1-800-HAMPTON for reservations. This facility is located in the River North part of the city, near N. Michigan, and directly west of Nordstrom's. Room rates are \$159/night, and rooms can be shared easily. The meeting room comes with equipment, and a hot breakfast is included. Faculty, make your reservations as soon as possible! What could be better than Chicago in the fall?

IAACT Changes...Again!

Dear IAACT Members and Faculty:

This will be the fourth and final newsletter that I will produce for IAACT. I am moving on to new and exciting endeavors, and I have entrusted the management of IAACT to the highly competent Scott Byerly. Scott is rapidly taking over my duties at IAACT, and I am confident that the transition will be a seamless one. You may contact Scott by e-mail at scott@iaact.com. I have enjoyed getting to know all of you for the past 18 months, and I hope that IAACT has benefited from my work as much as I have benefited from my experiences with IAACT. Thank you all very much for your advice, cooperation, and friendship.

Colin Dietch

Being the New Control Theory Kid on the Block

By Todd Henderson

It's not easy being the first kid on the block to use Control Theory, especially when the rest of the school isn't. First of all, you need to have thick skin for the first year. You will get a lot of criticism and remarks about how you should be doing things. Fellow teachers will tell you that you are "too nice" and "friendly" to your students. With each "put down" that I get, I can only remind myself that I *am* being the teacher I want to be. I want to be a teacher that students trust, respect, and love, so I model those behaviors to them. When I get those "put downs," I take them as compliments. You don't need the whole school practicing Control Theory in order to be successful. In fact, I think it is better to be the only teacher practicing Control Theory.

First and foremost, if everyone else is traditional and follows all those behavior plans, your students will see that you are not like the other teachers; you care. With that realization they start to behave differently. Once they see you as different, they begin to respect you and start to mimic *your* behavior, which is a good thing because you are being the teacher you want to be. As long as you are modeling quality behaviors, you will be excited to get those exact behaviors back at you. At one point in the school year I was getting a lot of put downs – or that's the way they wanted me to see them – and it got to the point that I had to say to a teacher, "You keep teaching and disciplining the way you do so that I keep looking as good as I do. Because if there were not teachers like you, I wouldn't look all that good and different to my students." So you see, being the only teacher practicing Control Theory has its privileges.

As teachers we all say that the students need to *respect* us, and nine out of 10 times we don't show them respect first. It never fails that each year I hear teachers complain about this student or that student; I hear how they actually "hate" a child. Control Theory has shown me how to be okay with kids, and through this method I have shown them more respect. The more respect I show them, the more I get back from them. I decided to be the adult and model the behaviors with which I would like to be treated. In the beginning of the year the other teachers would tell me that they have a great class and that they are connected. They would tell me that they are connected without doing all those activities and that their students are well-behaved. Now that the year is winding down and my students are still respectful to me, the school, and others, the other teachers are asking me what I did. All I tell them is that I am connected, and I spent a lot of time frontloading at the beginning of the year to make sure the end was as good as the beginning. Now in April they are starting to see the importance of the connection. Those that doubted me in the beginning are now frustrated, fed up, angry, and at their wits' end. So I ask them, "Do you still have a *great* group this year?" The others have become so desperate that some have actually asked me how I handle certain students and why my kids are so different. All I can say is "That connected stuff really must have worked."

I only see such huge gaps between my students and others because I am the only teacher practicing Control Theory. If others were doing it with me, then my results would not stick out as much. In an ultimate twist of fate, my principal has taken notice of all the differences. So next year he is moving the whole school to the Control Theory and Connected Schools models. He has seen the referrals and discipline go way down on my team, and now he wants it for the whole school. Being the only teacher using these methods and modeling what a quality teacher should do really can change people, students, and schools.

Todd Henderson is a seventh grade social studies teacher in Randolph County Schools. He recently completed ACT III Certification.

IT!: Integrating Theory

By Lloyd Klinedinst

Since the last IT! column, the Control Systems Group (CSG) (<http://www.perceptualcontroltheory.org>) held its 2005 Conference from July 20-23 at Crieff Conference Centre, about one hour west of Toronto, Canada. The second ever Method of Levels (MOL) Workshop also took place July 17-20. (The first was in Vancouver, Canada, in 1999.) Both deserve some reportage as important events for IAAC members.

The MOL Workshop: July 17-20

The MOL Workshop began Sunday evening with the 20 participants introducing themselves. We had quite an international group: four from Scotland, including one of our two leaders, Tim Carey; one from New Zealand; two from Canada; and the rest of us from various states in the US. Professionally, we ranged from psychotherapists to teachers, and, of course, our resident artist.

After introductions, we planned our schedule for the next two and one-half days. Suggested topics and sessions included a DVD recording of Tim's MOL demonstration session with a colleague; a psychologist's case study and related clinical research with a client; lots of demos and practice times; and some discussions of challenging topics, such as:

- What exactly is MOL, as distinct from other practices?
- Can MOL be done with more than one at a time?
- How does one use any of MOL's practice in the classroom?
- MOL sessions - How long should they be? How many should there be? When can they be considered "completed"?
- What are the goals of the therapist and those of the client?

We concluded Sunday evening by launching right into the DVD of Tim's MOL session with his colleague Richard, saving most of the debriefing and discussion of this demonstration video until the morning.

Here is a brief summary of the MOL session and framing remarks. Tim highlights first that the MOL demonstration is NOT role-playing. MOL sessions are real therapy sessions willingly done for an audience for instructional purposes. Chris Spratt describes MOL in terms the therapist might express to the client: You're here to listen to you; I'm here to help you do it. We participants also knew that the notion of our foreground and background thoughts is the basic notion and unit of focus in an MOL session, with the general direction of a session being to go to increasingly "higher" levels of one's reflective processing.

The session focused on Richard's distress with conflict between going back to Ireland with grandparents and family OR staying in Scotland which he and his wife love. From these considerations he moved on to his being a worrier and on to being the person he wanted to be.

In the extended discussion the next morning a wide range of topics and issues were addressed. Some of them are:

- While there are often surface similarities with a variety of other therapies, there's a difference in MOL; it is the "attitude" or "intention" of the therapist.
- Another key to being the therapist in an MOL session is to attend client "disruptions." These are any breaks in the flow of talking, like deep breaths, slight laughs, hmms, and similar pausing actions.
- Still another key to the therapist's role is helping the client stay in the here and now. MOL focuses on the process of thinking as you're thinking it; in other words, as a therapist, don't get sidetracked by the content. Stick with the process.

After the debriefing of Tim's video we focused on an audiotape MOL session by David Goldstein, another workshop participant. David has worked with MOL for some time now, merging its use with other of his practices and research interests -- particularly a Q-sort methodology. David's presentation occasioned a discussion of constraints various national and professional standards have on the practice of MOL. Discussion of other MOL related phenomena included patients who solve their problems while waiting to receive therapy; patients who resolve their issues between sessions; and patients who internalize in one way or another MOL-like thinking to self-improvement. One of David's clients has called MOL "fast track therapy."

The last activity of our Monday morning session was a practice time where we paired up and alternated asking opening questions of each other and noticing when our "client" exhibited a "disturbance" or "interruption." Participant learnings from this practice included:

- the client progressing significantly no matter who the therapist, by just shifting from frustration and self-talk to self-exploration.
- a new respect for the MOL therapist.
- As a therapist, "It was a gas!" - a real challenge not to get off task.
- MOL can happen so briefly; MOL can move from "brief therapy" to "instant therapy."
- as a client aware of being responsible for our own work.
- reflection on how effective or optimal this is and how much time NOT to waste; how to be at optimal competence.
- Some noted a difference depending on the relationship each time influencing the client's willingness to be involved.

Bill Powers arrived for the Monday evening session, and we reviewed our work, did some MOL work integrated with questions, and further debriefing of our work to date.

Tuesday morning began with some discussion about defining MOL both for clarity and for teachability. Some of the descriptors which developed are:

- Listen to what the person is saying. Identify the topic.
- Notice when deviations from the topic occur, requiring a certain kind of listening. Observe body language, sighs, and all paralinguistic components of interpersonal language communication.
- What is MOL fundamentally? A process of looking at one's thoughts and about one's thoughts; the structure of one's thoughts on the way to a final observer rest or peace.
- In the context of the client as explorer and the therapist as assistant, usually the explorer gets stuck on the way; this is conflict.
- On the role of therapist: most of the time we need a buddy, "a personal coach," or trainer.
- MOL follows one of the principles of professional ethics: Do no harm.

We then launched into more paired practice followed by whole-group debriefing. Some of the lessons learned included:

- MOL seems to be an easy process for the client. It's more the therapist's worry about how varied the questions are. The client is in his or her own world and may not really notice the therapist's verbal behavior for variety, stimulation, etc.
- The therapist needs to avoid being too laid back and not promoting higher level thinking or just accepting jumping from one thought to another.

The morning session ended with a few of the participants who attended the Hilton Head IAACT with Bill Powers reporting on their experiences of the "ripple-effect" of MOL in their lives.

The Tuesday evening session continued with MOL "demos" and debriefing. Wednesday morning's last session of the workshop continued with MOL "demos" and debriefing. Some important points not reported earlier include:

1. the importance of asking the dumb question; e.g., Why do you want to be healthy? Are you bothered about being depressed? Often the dumb question is deeper and smarter than at first hearing or glance. An alternative to the dumb question
2. some extended discussion on the relative values of MOL compared to other psychotherapies. Tim somewhat phrased it, "Is it more caring to tell them what to do or what should be done versus helping them find what they want to do?"
3. Tim doesn't debrief. The client needs to be with the last state he or she ended in.

The workshop ended with Margaret Carey's report on remarkably positive results on her work in a research project where she and Tim are working in addition to their other posts. The research grant focuses on change in psychotherapy treatment:

1. What change occurred?
2. How did it happen?

It incidentally includes a bit on the definitional issue. In most of the articles, CHANGE is defined by just a significant statistical difference in scores on various inventories or questionnaires, such as those on depression or anxiety.

The workshop concluded with a sense of accomplishment in both learning more about MOL and learning how to do MOL.

The Control Systems Group Conference: July 20-23

The Control Systems Group began its 2005 Conference Wednesday evening. The meeting began with self-introductions by participants and a time of tribute and sharing memories of Mary Powers. She was in her own right a powerful contributor to the birth and development of PCT and CSG.

The rest of the evening was spent developing the schedule for the conference and preliminary considerations for the 2006 conference in Guangzhou, China.

The schedule, as set and followed with some alterations, was:

Thursday

A. Morning

- 9:00 AM - Margaret and Tim Carey, Studies on psychotherapy; MOL Workshop Report
- 10:30 AM - Break
- 10:50 AM - Bill Powers, System diagrams vs. Flow charts: Two different animals
- 11:30 AM - Martin Taylor, Layered Protocol Theory (LPT) (a special case of PCT?)
- 12:15 PM - Glenn Smith, Juvenile Theft Diversion
- 12:30 PM - Lunch

B. Afternoon

- 2:00 PM - David Goldstein, EEG biofeedback as indication of "disruptions;" changing levels
- 3:30 PM - Shelley Brierley, Energo Neuro Adaptive Regulator (ENAR), winner of the Lenin Award and used as a home device for physical healing; Judy McFadden, an open examination of it and its materials as feedback for Judy

C. Evening

- 7:00 PM - Kent McClelland, Sociology and Control Theory
- 8:30 PM - Break
- 8:50 PM - Martin Taylor, Individual and Social Control Systems

Friday

A. Morning

- 9:00 AM - Gary Cziko, Social Control of Text and Wikis

10:30 AM - Break
10:50 AM - Rick Marken (TBA)

B. *Afternoon*

2:00 PM - Shelley Brierley and Perry Good, Explaining Controlled Variables to Non-PCT People

C. *Evening*

Banquett at Sunset Villa (Danish)?

Saturday

A. *Morning*

9:00 AM - Autumn Winter, ESL and PCT Research

9:30 AM - Dag Forssell on CD and website

10:30 AM - Break

10:50 AM - Martin Taylor, Fitting Models to Data

11:30 AM - Bruce Abbott, Life, the Universe, and Everything Else, und so weiter (u.s.w.)

B. *Afternoon*

C. *Evening*

7:00 PM - Business Meeting

Because this column is getting rather long and because the science of PCT is less the focus of IAACCT than its applications, I will forgo the same detail of description. If you would like more information on any part of the CSG conference, just contact me by email at lloydk@klinedinst.com. I would like to conclude with two personal highlights from the sessions: Kent McClelland's report on the increasing interest in PCT by the sociology community; and Lynn Taylor's report on the successes of the Justice Project in NWT & Nunavut.

In the next column I plan to resume my series of the ABCs of PCT, probably focusing on perception.

Lloyd Klinedinst, IAACCT Science Advisor, is a regular contributor to this newsletter. He may be contacted via e-mail at lloydk@klinedinst.com. Visit his website at <http://www.klinedinst.com/>.

Worlds Apart: A Personal Story of Intrigue, Discovery, and Contrasts

And a sneak preview of an offering at *The Chicago Connection!* Faculty Retreat, October, 2005

By Jeff Grumley

Thirty years ago when traveling in Morocco I was asked where I was from by a respected tribesman and herder, a Berber from a small village tucked in the Jamal Mountains (the foothills of the Atlas Mountain range on the northern border of sub-Saharan). I replied, "I am from Chicago," thinking he might know the second largest city in the United States of America. I didn't realize, however, his frame of reference would be a half century earlier, which was evident from his question: "Does everyone in 'Chee-kaw-go' have a machine gun like Al Capone?" Ironically and naively, I tried to assure the elder, who supervised the ritual slaughter of a sheep now hanging from a spit over an open flame, that "America was safe and clean, a prosperous and confident nation, which was not violent like the old gangster movies." He looked at me but did not reply, but I remember his face yet today.

Several times a year I travel to northern Canada, north of the ten provinces to the Northwest Territories and Nunavut. The latter is the new territory created in 1999 by a land claims settlement with the Inuit. Since 1997 I have ventured to the Arctic over 30 times; I feel safe and grateful to regularly and frequently travel and work in Canada. Yet, I am a Midwesterner, and whenever asked where I live, I claim Chicago as my home since few Canadians have heard of the second largest city in Illinois (Rockford). As with Africa 30 years ago, it seems everyone has heard of Chicago, even in remote settlements on the barren tundra.

Recently, when someone from Cambridge Bay asked me to compare the February winds off the tundra with the Windy City, Chicago's trademark second name, I answered that the Arctic extremes compelled a revision of Chicago's moniker. It is not unusual to have minus 40 degrees (the same whether Centigrade or Fahrenheit). Cold is cold, and it feels intolerable in northern Canada -- a bitter and dry cold that results in labored breathing when outside during gusting winds of 100 kilometers per hour or the "white out" of a blizzard.

I work with Lynn Taylor and Arlene Bell, an ACT I instructor and Practicum Supervisor, respectively, who were the lead change-agents in a pilot project to reduce discipline in an elementary school in Yellowknife, the capital of the Northwest Territories. After successful completion of the pilot project, a five-year grant was secured from JusticeCanada. The purpose of the five-year project is to use the schools as the "frontlines" for prevention, to reduce violence within 10 communities in the northernmost region of Canada. This unique multi-year endeavor is independently evaluated, so, if successful as an anti-violence project, the Canadian government plans to duplicate the project throughout northern Canada.

At the Chicago faculty retreat in October you will hear from Lynn and me about the North, the land and its people who have survived and thrived for millenia and centuries, and about the success of reducing violence in an area two-thirds the size of the United States with less than 80,000 people. And we will present to you, with a feel for the North climate and the indigenous cultures' attempt to preserve its uniqueness, our perspective of the conflict, the chasm between different world views that affect the people who live and work there, native or non-native, attempting to care for its youth. The schools are one unique meeting place of culture, work, family, regions of one nation, and a modern epidemic, whether in Chicago or Cambridge Bay -- violence and its effects on people and how people attend to their future through one institution's interwoven impact throughout a community.

Jeff Grumley, Vice President and senior faculty member of IAACT, is a psychologist and educational consultant with 20 years of experience. His most recent book is A Connected School, written with Perry Good and Shelley Roy. His other works include Inside the Circle and Restitution Research, among others. Dr. Grumley lives near Chicago and may be contacted via e-mail at jgrumley@insightbb.com.



The Oasis Within

By Shelley Brierley

Dealing with Suicidal Clients

Consideration of suicide is one of those situations in which, as a therapist or counselor, it is imperative to have an understanding of your clients' possible perceptions – Know what to say and what to do.

Know the warning signs:

1. Talk of dying; jumping; not being around; etc.

2. Recent loss of or through; death, divorce, broken relationship, money, job, status, self confidence, or any loss of interest in hobbies, sex, friends, or activities previously enjoyed
3. Low self esteem; feeling worthless, self hatred, guilt, etc.
4. Change in behavior; school marks decline; giving away special things; outbursts; etc.
5. Change in personality; raging, indecisive, depressed, withdrawn, apathetic, etc.
6. Change in sleep patterns; insomnia, restlessness, nightmares, or oversleeping
7. Change of eating habits; either loss of appetite or overeating
8. Fear of losing control; going crazy; harming self or others
9. Loss of sexual interest; impotence or menstrual abnormalities (missed periods)
10. No hope of the future; believing things will never change, nothing will get better

As a therapist, I know that one of the most difficult things for many individuals to cope with is the sense of hopelessness and loneliness that sometimes follows a loss, disillusionment, or illness. Perceived failures, focusing on mistakes, the inability to perceive a sense of control in one's destiny or to create change can leave us feeling overwhelmed. It can only happen by replaying in our minds the tapes of negative past events, anticipating outcomes of events which have not yet happened, or focusing on behaviours others might choose and over which we have no control. "Wonky Thinking" is the phrase I use to denote the internal behaviour of polluting our minds with such negative mental thoughts. We can recognize them as an internal "wonky" dialogue: "I was such a fool. I shouldn't have said that to her. She'll never forgive me. She'll probably hate me now!"

It is never easy dealing with a suicidal person. It is tougher being a suicidal person! The most important thing is to listen to their experience, validate their feelings as that - their feelings. We all have feelings and our feelings are never right or wrong - they are just our feelings. However, when another acknowledges our feelings, we can often let go of the urge to prove we are justified in having them. It allows us to at least perceive we have control of expressing ourselves and being heard. "It sounds like you feel angry and betrayed."

One of the most common mistakes people make is to brush someone off when they hint at or attempt to discuss suicide. The people who talk about suicide or hint at wishing they weren't around need to be taken seriously. Research shows that those that talk about suicide and/or who make suicide attempts are by far more likely to complete suicide. Asking if they are serious sometimes brings into awareness that they weren't even aware what they were saying. Not all people who are feeling suicidal will tell you outright. Watch for warning signs. Accidents and injuries such as spilling peroxide in one's eyes while bleaching hair and stepping off a curb and almost being hit by a vehicle were two such hints I heard and confronted with past clients. "Have you been thinking suicidal thoughts lately?" When I asked if they had had any suicidal thoughts, both said yes and seemed surprised I knew. Confronting the statement and challenging it as real may save someone's life. Once acknowledged, do a suicide contract with the individual. (Section A to follow.)

Find out what other people the person has in his life. If there are others the individual cares about and whom he believes care about him, the awareness of their existence alone will soften his perception of isolation. If not, you're it. Show your compassion for another soul, and let the person know you care and would miss them if he weren't on the planet. (And if you don't care, hang up your shingle! You're in the wrong business!) "Even though we don't know each other that well, I know I would miss you if you weren't on the planet!" The more isolated one perceives he is, the more likely he is to attempt suicide.

Get details as to how much planning he has done and how realistic his planning is. People who have completed suicide usually made very specific plans. The more specific the greater the likelihood the person is serious. Having a relative or friend that has completed suicide also increases the likelihood of a suicide attempt.

When the depression lifts, the threat of suicide is often greatest! Sometimes it is because the person has decided to complete suicide, he perceives that he is soon going to be free and therefore sometimes gives away special

things, exaggerates how wonderful everything is. To the outsider he may appear to be very happy and on his way to wellness.

Lastly, be very aware of the catch-22 that arises when someone threatens suicide if someone else doesn't do "X." Let's say John and Susan are in a relationship, and Susan says she needs some time to be on her own and get clear about what she wants. John threatens he will kill himself if she leaves. If Susan is controlled by John's threat and does what John wants, John is more likely to use suicide as a threat in the future when he feels desperate. In such situations, it is wise to encourage someone in Susan's situation to recognize the "catch-22," and be very clear with John that if he ever threatens suicide again to get what he wants from her, she will leave for sure or be done with the relationship! This forces the person in John's position to use a different strategy or find an alternate behaviour in order to get what he wants with Susan. It allows Susan the freedom to be true to herself and to choose to be with John because she wants to rather than because she is afraid of what he will do if she leaves.

The real work is in asking the person to put his energy toward now and change. Small steps, such as setting up the client for success in gaining a perception of himself as having some control in his life and in being able to feel alive and in touch with the world around him, is critical.

This life is but a glimpse of time. When people perceive the world looks black and they feel hopeless, I have found "seed planting" a useful strategy. "I know things look dim right now; however, I can promise that if you will work together with me we will work to help you create a life in which you will one day say 'My life is so good, I can't believe I ever considered suicide!'" I can make this promise. I know because over the years it has happened with different clients a number of times!

SUICIDE CONTRACT

from The American Association of Marriage and Family Therapy

- A. The counselor has the client say the following in his own words: "I will in no way harm or allow myself to be harmed by anyone or anything from now until a set date/time when I will speak with you again.
- B. Give the client a phone number (crisis center, police, mental health) where he can reach someone for help 24 hours a day.
- C. It is suggested to:
 - note the above in your files, signed and dated immediately following session.
 - speak to a colleague about the case to make sure you have done everything and for a second opinion.
 - follow up with the client, as of the given date, set by the two of you. Call if he doesn't show up.

You cannot follow a client around 24 hours of a day. This is the practice recommended by the A.A.M.F.T. It is the best you can do to help your client.

Shelley Brierley is a founding instructor of IAAC and is the author of the upcoming book The Circle of Strength. She has presented in several countries over the years, including the United States, Canada, Australia, Indonesia, and Ireland. Ms. Brierley may be reached via e-mail at info@thecircleofstrength.com. Visit her website at www.thecircleofstrength.com.

Inclusion and Applied Control Theory at E. E. Miller Elementary School

By Pamela Sutton

E. E. Miller Elementary School is a year-round school located in Fayetteville, North Carolina that serves pre-kindergarten through fifth grade. The enrollment at E. E. Miller is approximately 750 students, with a large Exceptional Children's population, including both resource (SLD, BED, OHI, EMD, and autistic) and self-contained (autistic and Early-Intervention) students. E. E. Miller is a Title I school with a minority population of approximately 70%. Due to the close proximity to Fort Bragg and Pope Airforce Base, a large percentage of our students have parents that are in the military, and the student population is extremely transient. During the 2003-2004 school year, E. E. Miller earned the title of *School of Distinction* with 88.9% of students in grades 3-5 proficient in reading and math on the North Carolina End of Grade Tests.

During the 2003-2004 school year, the Exceptional Children's Department of the Cumberland County School System began preparation to incorporate the inclusion model to replace the current resource method of serving students in math and reading. Two districts from 10 in the county were chosen to participate in a pilot program. The Home School Delivery Model during the 2004-2005 school year led to E. E. Miller's participation in this program. More districts within Cumberland County will incorporate inclusion during the 2005-2006 school year.

The goal of the Home School Delivery Model is two-fold. First, BED and EMD students that were enrolled in self-contained classes but believed to be capable of success with the Home School Delivery Model were moved back to their home schools and out of the Zone School. Additionally, students receiving services in math and reading by being pulled out of the regular class and taught separately would remain in their classroom. The Exceptional Children's teacher would work cooperatively with the classroom teacher within the regular classroom setting to deliver instruction. The inclusion model is designed to maintain the student's connection with the rest of the class and remove the stigma of receiving instruction in the resource setting.

During the 2003-2004 school year, several meetings were held on the county level to plan for successful implementation of the Home School Delivery Model. Increased allotment of Exceptional Children's teachers was provided and class size for the cooperative classes was reduced. During the planning stages, additional funding was provided to train staff in preparation for implementing the inclusion model. Specifically, the county guidelines stated that staff development should include behavior management techniques to prepare teachers for the special needs of the students within the inclusion setting. At this point, Mrs. Connie Canaday (the principal of E. E. Miller at the time) and I decided that the best way to prepare our staff with successful behavior management techniques was to offer ACT I to all teachers that would be directly involved in work within the inclusion setting through the Home School Delivery Model. Plans were coordinated with Carol Hudson on the county level and ACT I was delivered by two trainers – Shelley Roy and Denise Pappas – in June 2004, with approximately fifteen E. E. Miller staff members in attendance, including cooperating classroom teachers, two SLD resource teachers, the EC Case Manager, and two speech therapists.

During the 2004-2005 school year, several considerations were given to establish the cooperative classes in a manner conducive to success in addition to the training in Control Theory. First of all, the cooperating teachers volunteered to participate in the inclusion model and were experienced. Class size for cooperative classes was lowered, with an average of 18 students per class. There is one EC Cooperative Class per grade level in first through third grades. However, in an effort to keep classes heterogeneous, two cooperating classes were established in the fourth and fifth grades due to the high numbers of EC resource students in these grade levels.

The most important consideration in ensuring the success of the Home School Delivery Model at E. E. Miller this year has been the training in Applied Control Theory. Several strategies and principles of Control Theory are evident in our cooperating classes and have made a positive difference for success:

- **Connections:** Teachers continually connect with students formally and informally every day. A caring attitude in which the needs of the students come first is evident. Connection is especially important due

to the transient nature of our student population. With many students experiencing the deployment of one or both parents, the family climate established within the classroom is essential.

- Teaming: A spirit of teamwork is fostered in a variety of ways daily in our classrooms. One way this is done is through class meetings. *The Morning Meeting* was purchased as a resource for teachers, and most of our cooperating teachers are utilizing class meetings consistently. For example, a fifth grade cooperating teacher has implemented class meeting daily during the first twenty minutes of class and reports that this has been successful in reducing the amount of discipline problems during class.
- Social Contracts: Many classrooms display social contracts signed by all students in the class. Student-generated classroom belief statements are also displayed and utilized.
- My Job/Your Job: My Job/Your Job charts were created at the beginning of the year and are displayed and referred to frequently in class.
- Self-Monitoring and Self-Reflection: The After School Behavior (ABC) Program was initiated for non-bottom line discipline infractions. The program takes place immediately after school for 30 minutes, and the student returns to the assigning teacher to complete a Behavior Improvement Assignment featuring self-reflective questions (e.g. *What did you do? What did you want when you did that? etc.*) This maintains the connection with the teacher rather than referring to the office. Suspensions are only given for bottom-line offenses, such as fighting.
- Intrinsic motivations: Classroom management styles are slowly shifting. “Pull Charts” for behavior management are used less frequently and are primarily for offenses that the teachers considers bottom-line for her classroom. Some teachers have chosen to eliminate the “Pull Chart.”
- Ask, Don’t Tell: The use of questioning strategies has been the most key strategie from ACT I that is being utilized in the inclusion model. Teachers report that questioning has been most successful in diffusing tense situations and giving students a chance to be in control of their own actions. For example, one of our second grade BED students in the second grade cooperative class often has temper tantrums when he does not get what he wants. One day he became agitated and picked up his chair to throw it. (He had previously been suspended for throwing several chairs in the classroom and endangering other students.) His teacher saw him and yelled quickly, “What’s going to happen if you throw that chair and is that what you want?” The student stopped, thought quickly, and very gently lay his chair over on its side instead of throwing it!
- Choices: Teachers are incorporating more hands-on learning stations and giving students independence in choosing stations and the order in which they visit them.
- Attitude of teachers: Our cooperative teachers have the attitude that they are in control of their own actions and will not let the difficult behaviors of students “push their buttons!” They maintain calm, professional, and respectful demeanors during intense situations.
- Equity: Our teachers attempt to get to know each child and understand his/her individual situation. Teachers acknowledge that being fair is not giving each child the same thing, but rather, to give each child what he/she needs to meet his/her individual needs.

There are several evidences that the implementation of Applied Control Theory principles have greatly contributed to the success of the Home School Delivery Model at E. E. Miller Elementary School:

- During monthly meetings with other administrators in the county implementing this model, E. E. Miller has only positive reports as to how well this model is working in our school.
- Only one Exceptional Student has been sent to a self-contained setting during the 2005-2006 school year. This particular child was both EMD and BED and exhibited extremely aggressive behaviors, largely due to lead poisoning when he was two years old.
- Two cooperating teachers plan to loop up during the 2005-2006 school year and keep the classes they have currently. This will enable them to maintain the connections they have with their students.
- No cooperating teachers that participated in ACT I are unwilling to teach in the inclusion setting during the next school year.
- E. E. Miller has been chosen as a Model School for the Home School Delivery Model for the Cumberland County Schools. Other schools from throughout the county will visit our school as they attempt to implement this model in their school setting.

I believe that the training in Applied Control Theory has made the difference in the tremendous success we have experienced at E. E. Miller with the Home School Delivery Model. It is my desire that we continue to grow as we seek to meet the needs of children even more successfully in the coming years.

Pam Sutton is an assistant principal at E. E. Miller Elementary School in Fayetteville, N.C. and has completed ACT III Certification.

The Juvenile Theft Diversion Program at Life Connections, Inc. IAACT, Inc. and Life Connections, Inc. receive grant to serve youth

By Glenn Smith

Life Connections, Inc., under the direction of Senior Faculty Member Glenn Smith, has joined with IAACT in obtaining a grant from The North Carolina Department of Juvenile Justice and Delinquency Prevention. The \$42,000 grant was obtained to develop, administrate, and provide services for The Juvenile Theft Diversion Program (JTD). Twenty percent of this grant was monies in-kind obtained directly from Life Connections, Inc. The state has allocated \$35,000 directly to IAACT.

The Juvenile Theft Diversion Program provides minor larceny first-time offenders between the ages of 12 and 17 with an educational experience. The program educates these young offenders and their families about larceny and how it affects the offender, their family, as well as their community. The program will also educate the business and school communities of the benefits of a theft intervention program used as an alternative or addition to incarceration and/or community service.



Chris Prysock and Will Cooper, both in the faculty training program with IAACT, are providing the direct services for these teens and their families. Classes are held Tuesday and Thursday evenings as well as on Saturdays. Every teen must attend the two three-hour courses with a parent. There is journaling and homework for the family between the sessions. Shelley Roy is also looking into starting a similar program in Minnesota.

If you want to view all specifics about the program including the handouts, location, etc., visit the website at <http://www.lifeconnections.us>; or if you would want to see what Shelley is doing in Minnesota, go to her website at <http://www.dashmn.net>.

Goals and Objectives

Essential Question: *Who do I want to be as it relates to larceny?*

Course Standard

Participants will know:

- A. a process of self-evaluation.
- B. the basic principals of Perceptual Control Theory (the scientific theory of human behavior)

Participants will be able to:

- A. self-evaluate based on a personal, family, and/or community constitution.
- B. describe the affects of larceny on themselves, their family, and the community.
- C. develop a personal/family constitution.

Course Assessment

Participants will:

- A. actively participate in all course activities.

- B. complete a Family Journal.
- C. attend all sessions with a parent/guardian.

How JTD Works

The JTD program is based on six principles and strategies to support them. They are:

1. We control our perceptions, thus controlling the choices we make.
2. Relationships created during one's lifetime are essential to their perceptions and decision-making.
3. Change occurs when support from one's family and community is present.
4. Creating new references increases the probability for change.
5. The opportunity to correct one's mistakes provides a greater chance for healing and positive development.
6. Follow-up with youth and their families promotes long-term learning and implementation of new ideas.



These principles promote self-awareness, self-evaluation, and goal-setting. Based on a scientific theory of human behavior known as Perceptual Control Theory, the psychology of stealing will be addressed, and alternative strategies to channel such thinking and action behaviors will be introduced.

Goal: Shift the Perception

Program Objectives

Upon completion of the JTD program, the following measurable objectives will be obtained:

- 90% of youth will attend with their families, thus establishing new relationships.
- 90% of youth will make a plan of self-restitution.
- 90% of youth will take steps towards individual responsibility in regards to their offense.
- 90% of the youth completing the program will develop a personal and family constitution with involvement from their parent or guardian.
- The program will provide some 20 local businesses and/or school programs with information concerning the JTD program.
- 75% of youth will not have a new larceny-related offence during their first year after completing the program.

Glenn Smith is a founder of Life Connections, Inc., a private counseling service which teaches Reality Therapy and Control Theory techniques. He co-authored Quality Time for Quality Kids.

Call for Contributions and Suggestions

The IAACT Newsletter contains both regular features and special articles submitted by IAACT members. We invite all IAACT members to send us their observations, insights, news, and announcements. Submitted articles should be reasonably brief. Please understand that due to formatting constraints and the editorial process, articles may be edited and/or truncated as necessary.

We prefer submissions by e-mail. Electronically submitted articles may be typed directly into the body of the e-mail, or they should be in an easily readable format such as plain text (.txt), HTML (.html), Microsoft Word

(.doc), or Rich Text (.rtf). Newsletter submissions should be sent to scott@iaact.com. Thank you for your cooperation, and we look forward to receiving many responses.