



AUGLAIZE COUNTY ESC

EDUCATE

SERVE

CONNECT



January 2024

Dear Families,

Happy New Year!

It is hard to believe that we are already midway through the school year. So much learning has taken place since the first day of school! The students are growing and changing in so many ways. Thank you for the privilege of serving your family by providing a safe, individualized, and supportive environment for our students. Your willingness to advocate for your child and work collaboratively with your home district and the Educational Service Center staff allows for the greatest impact on your child's learning and your child's overall development.

I hope everyone was able to relax and enjoy the holidays. The time we have with our children under our direct care is fleeting, enjoy every moment.

The ESC staff too relaxed and enjoyed the break. We have returned rested up for what is sure to be an enjoyable continuation of the school year. The continued growth of your child will remain central to the work we do.

Take a few minutes to explore and enjoy our January 2024 newsletter. As always, if you have any questions or concerns, never hesitate to reach out to me. You can either email me at sbrown@auglaizeesc.org or call the office at 419.738.3422.

Kindly,
Shawn Brown
ACESC Superintendent



ACESC News from the Upper Grades

The Auglaize County ESC Upper Grades Classrooms have had a wonderful first semester of school! Our students have been working hard on literacy skills. Over the summer, all of our ACESC teachers completed Ohio's Dyslexia modules which focus on best practices and methods for universal screening, intervention and remediation for children with dyslexia or children displaying dyslexic characteristics and tendencies. Our teachers also participated in professional development on the Science of Reading which focuses on the research behind how students learn to read and write proficiently.

Our teachers are using this information to design high quality literacy lessons for the students in our ACESC classrooms. Daily, our students are receiving literacy instruction in the areas of phonemic awareness, phonics, background knowledge, vocabulary, fluency, comprehension and writing. Through ESSER grant funds we have been able to purchase high quality reading materials aligned to the Science of Reading. We are implementing Houghton, Mifflin, and Wonders 2023 curriculum materials in our classrooms. Our students are making great progress in the area of literacy!



Sincerely,

Amy

Amy Becher
ACESC Director of Special Education
abecher@auglaizeesc.org



ACESC Elementary News

There are many reasons serving at the ACESC brings me so much JOY! The number one reason is your family! I love teaming together for your student. The students have played outside, discovered a love of bubbles, made acorns from mini donuts, explored numbers, practiced putting sounds together to read words, enjoyed snacks, been recognized for good behavior, and learned that school is a good place to spend time!

The non-preferred tasks of the school day made learning hard at the beginning of the year. Our teachers developed new skills and learned how to teach, practice, and assess through playful learning opportunities. Making hard things approachable, reinforcing self-regulation, and developing social skills are all ways that our kids have grown so far this year. In the next half of the year, you can expect to see more growth, more collaboration, and higher expectations for behavior and learning! It's going to be a fun ride!

Enjoy every moment and celebrate the unique gift of your child! Be present with your family, and be kind to strangers. And ... do a nightly snow dance! **Please feel free to reach out at anytime!**



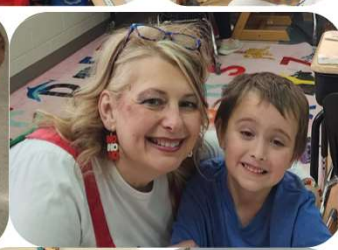
Always Making Lemonade,

Angie

Dr. Angie Chung-Kirby, Director
achung-kirby@auglaizeesc.org 419-738-3422



As the elementary staff at ACESC, we believe that our mission is to offer a safe, supportive and welcoming instructional environment so all students are motivated to grow.



Behavior Specialist News & Info

Hello Everyone! It is my pleasure to share with you some news from a behavior standpoint at the ESC! I am both honored and humbled to assume this new role of Behavior Specialist for the ESC. While I have gained an abundance of knowledge through my formal education, I think my personal experience as a mother of two children with autism spectrum disorder trumps any formal education I could have received.

My life as an autism Mom helps me relate to families on a personal level. I understand the ups and downs of having a child with special needs, how to navigate special education services, find resources to assist with becoming more independent adults, and the not knowing who to talk to or what to do next. In fact, there are still many things that I am still learning and trying to navigate through, with my most recent challenge of puberty in young men. No amount of literature could have prepared me for some of the behaviors and challenges that have come my way in dealing with my two son's going through puberty, but I am learning and will be happy to share some things that I have found helpful on our journey!

As a Board Certified Behavior Specialist (BCBA), I specialize in Applied Behavior Analysis (often referred to as ABA Therapy), which is a scientific approach for discovering environmental variables that influence socially significant behaviors. ABA provides understanding of how behavior works and aims to increase behaviors that are helpful and decrease behaviors that are harmful or affect the learning process. Through observation, interviews, and data collection I determine the function of the behavior and develop interventions using evidence-based strategies to assist students, as well as teachers.

The highlight of my position so far, has been teaching others about the functions and ABC's of behavior. Did you know, there are only 4 functions of behavior? This means that all behaviors (any observable and measurable act of an individual) can be traced to just four functions. If you remember the acronym SEAT, you can remember the 4 functions. S= Sensory; E= Escape; A= Attention, T= Tangible. (See image #1).

The ABC's of behavior help us understand what triggers the behavior, what the behavior actually is, and what reinforces or maintains the behavior (See image #2). I have worked in almost every classroom this year, assisting staff with the tools they need in order to collect effective behavior data, which is critical to determining the function of behaviors.

I have enjoyed modeling behavior interventions for our staff and appreciate the opportunity to collaborate toward student-centered success. Our staff have kept me on my toes with hypothetical scenarios of challenging behaviors in order to be prepared for what could happen in future situations.

What's ahead? We will be creating a parent support group. Our first Parent Connection Chat is planned for February. Watch for more details! I understand the value of connecting families who face similar struggles, providing tools to support families, and foster a team mentality between the school and the home. After all, collaboration between the home and school environment is key to our kiddos' success. Going to a movie, eating out, visiting a museum, or shopping can be challenging. So, we are also looking to build connections that would allow sensitive sensory access to support our students' involvement in the community. Planning sensory sensitive events (visits with Santa or the Easter Bunny, for example) is another goal for 2024. I am always open to other suggestions as well so please let me know what I can do to help!

Best,
Keri Robinson M.A.Ed., BCBA, COBA | Behavior Specialist
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The Functions of Behavior

BIS

Pull up a **SEAT** to learn **WHY** challenging behaviors occur and how to respond most effectively.

Sensory

why?
These behaviors provide access to sensory stimulation. It "feels good to engage in the behavior."

when?
Sensory behaviors occur at any time, in the presence or absence of another person.

How to Respond:
Teach a functional replacement behavior that provides compatible sensory input.

For example: If a child puts non-edible things in their mouth, provide them with access to a chew tube or gum.

Escape

why?
These behaviors remove an undesired situation or person.

when?
Escape behaviors occur at a time in which something is viewed as being too hard, too boring, or too loud.

How to Respond:
Teach the child to request a break when needed. Divide tasks into small parts or give within activity choices.

For example: If a child flops out of their chair during a work session, provide them with access to a break card.

Attention

why?
These behaviors provide a reaction from others. They are often described as "acting-out" behaviors.

when?
Attention seeking behaviors occur at a time in which the child desires a social interaction with another person.

How to Respond:
Teach the child to request and receive positive attention through engaging in desirable behaviors.

For example: If a child screams to gain attention, provide them with access to praise for having a quiet voice.

Tangible

why?
These behaviors provide access to highly preferred items or activities.

when?
Tangible seeking behaviors occur at a time in which the child desires a specific item or activity.

How to Respond:
Teach the child to ask for, wait, and/or exhibit a specific behavior prior to granting access to the item.

For example: If a child begs to use the iPad, allow them access following the completion of a task or chore.

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ABC'S OF BEHAVIOR

Antecedent

Anything that happens right before the behavior occurs. Often referred to as "triggers," this could be something as simple as being told no. There could also be a buildup of multiple incidents that will lead to a certain behavior.

Behavior

This is what the child does in reaction to preceding events. Behaviors are not always negative and can refer to positive actions the child takes in reaction to environmental cues.

Consequence

What happens right after the behavior occurs. Consequences help affect whether behaviors will continue to occur in the future. Depending on the behavior, consequences will increase or decrease behavioral tendencies.