Message from our President

At the May 2nd IASSW Board meeting, I passed the presidential gavel to my successor, Tamara Butler. Tamara will assume the role of IASSW President on July 1st.

As I reflect on my two years term as President of IASSW I am very pleased about several accomplishments of our organization. We have hired a conference assistant whose responsibilities include finding conference presenters, negotiating contracts with the presenters, coordinating conference planning with the conference chairs and managing all the logistics with the presenters during the conference. Having someone in this position has facilitated the timely completion of the conference brochure, communication with members and other interested attendees about the conference details and a solid professional development program for school social workers.

In the area of technology, Scott Carchedi has completed reworked the IASSW webpage to make it more interactive, informative and user friendly. These changes allow members to renew and pay their membership online. This change alone has increased IASSW membership by almost 20%. Conference attendees can register for conference, select the sessions they will attend and pay the conference fee. Additionally, there is an interactive blog where information concerning the school social work profession is regularly posted. When there is important news and information, that material is posted in a timely manner on the IASSW webpage. Another step forward with technology occurred this year when IASSW hosted its first webinar. Phil Koehl, the IASSW executive director, learned the GoToWebinar protocols and then coordinated and hosted the first IASSW webinar on Erin’s Law that was presented by Keli Swierczek and Michelle Piotrowski. Feedback from members was very positive to this first webinar.

The Finance committee and our past Treasurer, Donna Johnson, have worked diligently and prudently to offer members the ability to pay membership and conference fees with credit cards. Again, what is simple for members required hours of planning, study and accounting as IASSW makes important and crucial changes in its financial policies and procedures.
9 MOST DANGEROUS APPS FOR KIDS

I came across this fantastic website article on the latest dangerous apps for youth. I work in a middle school and many, many of my students are using these apps. I am also a mom so this information was useful at home and at work. I hope you find this information very valuable.

In 2013, a twelve-year-old girl was lured away from her home by a 21 year-old man. Once they met, he took her to a motel and took advantage of her. How did this little girl meet this terrible stranger?

Through an app called Whisper on her handheld device (yep, the one her parents bought her). And Whisper is only one of many dangerous apps, apps that every parent should be aware of.

Snapchat – Allows you to capture an image or video and make it available to a recipient for a specific time. After that time limit is up, the picture/video automatically disappears forever…or so Snapchat claims. (Similar apps: Poke, Wire, and Wickr)

Why It’s Dangerous – Kids can receive (or send) sexually inappropriate photos. This app also makes kids feel like they can “sext” or send inappropriate pictures without consequences because the image will self-destruct automatically. The truth is that nothing sent over the internet disappears. There are always ways to retrieve and capture those images.

Contributed by: Keli Swierczek
http://www.crosswalk.com/family/parenting/kids/9-most-dangerous-apps-

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These were necessary changes for IASSW to make to remain current with practices of other organizations and to continue to provide service to our members.

I want to thank Carlos Evans, the IASSW Newsletter editor, for seeking out the articles of interest he finds each month. Carlos is a good listener and quickly generates ideas for articles of interest from his interactions with other school social workers.

I want to thank the entire IASSW Board for their support over the last two years. There was always someone to answer questions posed by members and there was a willingness to share the collective wisdom and experience of the Board with our members.

Finally, I ask you as members to continually advocate for your profession. Most importantly, advocate by getting to know your legislators. They are the ones who will determine the educational budget, your pension, and the level of financial support for all of those agencies who serve our communities and families. Take it from me, after you have spoken with your legislator a few times it will feel like a regular conversation where you are presenting your point of view. The legislators really do want to hear from their constituents and how can they give us what we want and need if we don’t ask for it?

It has been a pleasure serving as the IASSW President and I plan to continue to serve on the IASSW Board in the future.

Contributed by: Tom Tebbe
IASSW President
Rewarding the use of the replacement behavior is the highlight of this part in the series. During the implementation of behavior plans, replacement behaviors are often confused with desired behaviors. Let’s define each term specifically.

- **Target behavior** (sometimes referred to as the problem behavior) – The behavior we are trying to change or reduce in a behavior plan.

- **Desired behavior** - The behavior you would expect from a typical student in the classroom setting.

- **Replacement behavior** – The behavior that is more acceptable than the problem behavior that the teacher is willing to accept as the student works towards the desired behavior.

A very common missing piece to writing an effective behavior plan is the lack of or delayed reinforcement when the child uses the replacement behavior. Remember, it must be “worth it” for a student to use the replacement behavior over the target or problem behavior. The longer the reward is delayed, the less the student connects their use of the replacement behavior to having a benefit for them. The student is already choosing to engage in the problem behavior most of the time fully knowing what the consequences of the action are (especially if there is a pattern of behavior). If a pattern of behavior has been established, chances are the problem behavior has been frequently reinforced.

Consider the students you work with, specifically a student with a diagnosis or characteristics of ADHD. These students are generally impulsive and require instant gratification. Their rewards must be given to them instantly, even if it is a credit towards a reward such as a punch on a punch card or an encouraging comment. In many cases, when a student decides to engage in a replacement behavior they are forgoing their previous way to behave to gain a reward whether its tangible, attention based, or sensory. An efficient way to make the connection clear on the behavior change is to have the students fill out a behavior contract. Specifically list the expected replacement behavior on the contract and list what types of rewards they can earn by performing them. Then you absolutely MUST uphold your end of the bargain.

An additional common mistake that I have seen is when educators give students items or candy and assume it reinforces the behavior. By definition, an item or activity counts as a reinforcer if it increases the likelihood of the student repeating the desired behavior or replacement behavior. A tool that can give you quick insight into what a child might work for is a forced choice menu quiz (can be found on www.pbisworld.com). After a series of questions a pattern of preferences develop such as adult approval/attention, peer approval/attention, consumable rewards, independent rewards etc. Keep in mind, a child’s preference changes frequently. Therefore, I encourage you to keep a variety of ideas and rewards available. I love a good steak as much as the next guy, but besides assault on my health and the dent in my wallet, I would not choose to have it every night of the week. Currently, with the 46 students who come into my office weekly, I have noticed 36 of them have chosen different prizes from their first prize to the second prize. Remember, rewards do not have to be all tangible. Please be sure to include intangible rewards such as encouraging comments, individualized attentions, etc. To recap, rewards must be instant, worthwhile, and varied to encourage positive change in a child’s behavior.

**Contributed by: Charlie Brooks**
The Dee Yeck School Social Work Foundation was founded by IASSW as a not-for-profit organization to support their educational and charitable purposes. The following leaders in the fields of School Social Work and/or Education are members of the Foundation Board of Directors: Paula Allen-Meares, Bruce Lane, Phil Koehl, Rosemary O’Connor, Patricia Rivera, Carol Sebian, Gary Shaffer, Kari Smith and Tom Tebbe.

The Foundation provides scholarships in memory of Dorothy (Dee) Yeck, a founding member of IASSW. Throughout her career, Dee championed School Social Work in Illinois. The scholarships are awarded to notable school social work interns. In October 2014, Laurel Collinet, attending Aurora University, received the Dee Yeck Memorial Scholarship. Additional scholarships were given to graduate students from Aurora University, Loyola University, University of Illinois Chicago, University of Illinois Urbana Champaign and Washington University. For current information about 2015 scholarships, visit the Foundation website.

The Foundation also funds the IASSW School Social Worker, Citizen and Legislator of the Year Awards, Mini Grants and School Social Work Week. Awards for 2014 were presented to Heidi Grove for School Social Worker of the Year, Senator Julie Morrison for Legislator of the Year, and The Lockport Firefighters Union for Citizen of the Year. Carolyn Lewis and Becky Hobson received well-earned Mini Grants. Details and applications are available at iassw.org.

Since its beginning, the Foundation has received a consistent level of yearly contributions. However, Foundation reserves are being gradually depleted at a rate faster than yearly contributions are received. In order to continue to fund programs at current levels so that we may recognize and celebrate individuals who exceed in our profession or who contribute to our field in a remarkable way, the Foundation is requesting that IASSW members make a donation today. A generous gift of twenty dollars from each IASSW member would exceed our budget expectations and might even allow us to expand these Foundation and Association programs.

There are two very easy ways to donate: on line through the Foundation website: iassw.org/about/dee-yeck-foundation/ or send a check payable to the Dee Yeck School Social Work Foundation, and mail to Dee Yeck SSW Foundation, PO Box 634, Algonquin, IL 60102-0634. Each of us on the Foundation Board thanks you for your gift! All donations are tax-deductible.

Carol Sebian
Dee Yeck Chair
We live in an age where the use of evidence-based, evidence-informed practice and data to promote student outcomes is critical to support school social work policy and practice. This workshop will address the importance of the use of data to support the efficacy of interventions in school social work practice.

Participants will:

- Engage in small group and interactive activities that will help attendees learn how to integrate data into everyday practice
- Review innovative approaches with real data to determine the effectiveness of individual and group interventions.

Collecting data that supports student outcomes is a “must skill set” for school social work professionals; and is a strategy that will clearly help the professional articulate the importance of school social work services to school boards, principals, parents and other stakeholders.

In addition to the full day training, 1 two hour booster session will be provided in early fall 2015 to support the integration of data collection and analysis tools.

**Registration**

The registration fee is **$75.00** (includes continental breakfast and lunch). Training participants will earn 8.5 CEUs/CPDUs' (for $5.00 additional fee) for a total cost of **$80.00**.

*Online registration is now available at:*


If you would like to register via postal mail, detach the form below and make check payable to the University of Illinois. Mail to Jane Addams College of Social Work, Attn: Training Institute for School Social Work Professionals 1040 W. Harrison St. (m/c 309), Chicago, IL 60607. If you have questions please email workshop presenters:

*Annette Johnson: ajohns5@uic.edu or Cassandra McKay-Jackson cmckay@uic.edu*

Name _________________________________Email__________________________Phone___________

Address________________________________ City_________________ State______ Zip code_______

Y/ N CEU’s. Please indicate one. Lunch option ____vegetarian____chicken ____ (please indicate one).

**Seating is limited so please register by June 23, 2015**
School Social Workers!

Please consider nominating an outstanding School Social Worker, Citizen, or Legislator for recognition at the next Annual IASSW Conference. Is it not too soon to complete a nomination form (found on the IASSW website) and gather letters of support to submit with the nomination.

Consider nominating that special school social worker who has over the years started new programs, incorporated innovative techniques into their practice, and has gone above and beyond an already overwhelming job description. That person should be nominated for recognition. We all have an interest in maintaining the highest standards, and nominating and recognizing the best among us will celebrate those standards.

Consider that special parent, community leader, agency worker, volunteer, teacher, or administrator who has enhanced the lives of Illinois school children. That person would appreciate your support and acknowledgement.

Consider a dedicated legislator who has supported the views and positions of IASSW and is partnering with us to effect policy that best serves the needs of school children in Illinois. He or she deserves our public thanks.

Thank you for your commitment to excellence!

Criteria

School Social Worker of the Year
An outstanding School Social Worker actively practicing, supervising, or teaching in the field of school social work who:

1. Integrates knowledge and experience to provide quality services to students.
2. Demonstrates creativity/innovation in their particular school social work position.
3. Contributes to public knowledge and awareness of school social work.
4. Is an active member of IASSW in good standing.

Citizen of the Year
A public citizen or non-school social worker who has contributed to the enhancement of school social work services through personal support and public action.

Legislator of the Year
A current Illinois state or federal legislator whose work over the past years has benefited our school children, the educational system, and/or strengthened the profession of school social work.

Michelle L. Washington
Awards Committee Chair

IASSW HAS MONEY FOR YOU!

Mini Grants up to $500 are available for IASSW members!

Details are available on the IASSW website. [http://iassw.org/content/mini-grant-information](http://iassw.org/content/mini-grant-information)

DEADLINE FOR APPLICATIONS IS JULY 1, 2015.
I. SPRING SESSION

We are now in the final scheduled month of the session. However, the general sense is that this session will go into overtime (past May 31st) because of negotiations over the FY 2016 budget. The Governor has proposed huge cuts to human services, Medicaid, higher education and other budget areas. Most legislators and staff believe that the final budget approved by the General Assembly will have cuts, but they will not be as severe as in the Governor's proposed budget, and that there will be some new revenues created. However, it is unclear at this time what the new revenue sources will be.

Most bills that are still alive have passed the first chamber and are under consideration in the second chamber. This coming week is the committee deadline for Senate bills in House committees. May 15th is the deadline for House bills to be approved by Senate committees.

It was just announced on Thursday of this week that the "Good Friday Massacre" has been rescinded and all grants suspended by the Administration on Good Friday have been restored. This includes a number of human services programs such as The Autism Program and the Arc's Life Span Project. Of course, this restoration only carries these programs through the end of FY 2015 (June 30, 2015).

II. STATE BOARD OF EDUCATION

Beth Hanselman, long-time staff person at ISBE in charge of special education and other areas and most recently a Deputy State Superintendent, was dismissed from her position, essentially with no advance notice, several weeks ago. Dave Andel has taken her position on an acting basis. Beth was a good friend and many people in the education community were shocked at the way she was treated. Her dismissal was not a Rauner Administration move.

Chris Koch left the State Superintendent position about 2 weeks ago and his replacement is Tony Smith, a former Superintendent in Oakland, CA. He is a former UC-Berkeley football player who allegedly is a big fan of charter schools and early childhood education. Smith's appointment does not need Senate confirmation, although there is a bill pending in the General Assembly that would require Senate confirmation of State Superintendent of Education appointments.

Nikki Bazer is no longer the General Counsel at ISBE. She left about a month ago to join a Chicago law firm. Marci Dutton is now acting General Counsel at ISBE.

Finally, I think we have a "go-to" guy at ISBE for school social work issues. Mark Conyer, who is a school social worker, worked in schools as a SSW for 10 years, and was also a special education mediator for ISBE, is working in Special Education Services with Dave Andel and appears to be the person to contact about school support personnel issues. Mark joined us for lunch on Social Work Advocacy Day.

III. LEGISLATION

HB 3123 (School Counselors)

The bill is now in the Senate and is assigned to the Education Committee. Sen. Pam Althoff is the sponsor. With the amendment we negotiated with ISCA, ISBE has removed its opposition and so has IAASE. I spoke with Mark Conyer and Dave Andel at ISBE this week and ISBE Rule 226.840, which has been in place a long time, clearly allows school counselors to do a SDS. They believe that the bill as amended is legally correct and represents current practice. Under the bill now, a counselor's participation in a child's IEP services must be recommended by the IEP team and must comply with laws, rules and regulations governing special education and qualifications of personnel. The bill as amended also removes a part of the School Code section about counselors that said they can provide "related services".

SB 100 (Student Discipline)

Makes several changes to the School Code to make it more difficult for districts to expel students, requires them to consider the provision of services to expelled students and applies the School Code disciplinary provisions to charters. The bill has passed the Senate. School management strongly opposes.
Spot light: Regional Representative: Keli Swierczek

Keli Swierczek is the regional rep for region 11. She lives in Cook County and works in Lake County. She is a graduate of Jane Addams School of Social Work and has been a school social worker for over 12 years now, a job she loves. She enjoys spending time with her husband, two children and two dogs and loves scrapbooking and reading. Keli was the first presenter for IASSW’s first webinar, part one. She did a great job describing Erin’s Law and how her school district implements the new law. She is presently chairing the conference committee and looks forward to seeing everyone at the Bloomington Marriott on October 22-23, 2015. Keep up the great work Keli!

Contributed by Rise’ Davis
IASSW Vice-President

SB 7 (Concussion Policies)

Requires Districts to establish concussion oversight committee to create a return-to-learn protocol and school-specific emergency action plans. Approved by Senate Education Committee.

HB 1360 (Health and Safety Policies-Charters)

Requires charter schools to follow the same health and safety policies that public schools are required to follow. ISBE would be required to post a list on its web site by 9/1/15 and update it annually on or before 9/1. These would be non-curricular requirements such as allowing students to carry and self-administer asthma inhalers. The charter school agreements would include these requirements. In Senate Education Committee.

HB 3190 (Residency Disputes-Due Process)

Provides due process for persons who attempt to enroll students and are denied based on non-residency. Requires that the school districts must provide certain information to parents or guardians and allows for an administrative hearing to address residency disputes. Passed the House and now in the Senate.

IV. STATE BUDGET

The FY 2015 budget hole ($1.6 billion) was fixed by legislation passed and signed in February (HBs 317 and 318) by sweeping special state funds of about $1.3 billion and making cuts to certain budget lines of 2-2.5% to save $300 million. This allowed certain programs such as Early Intervention, DHS child care and others to continue because they were running out of money.

As for the FY 2016 budget, there is a $6 billion hole that has to be filled. Governor Rauner has proposed many very unpopular budget cuts to human services, health care/Medicaid, higher education, etc. A few of the higher profile proposed cuts are: (1) Limiting eligibility for Early Intervention; (2) Making kids over 5 years of age ineligible for DHS child care; (3) Eliminating DCFS services to wards 18-21 years of age; (4) Increasing the Determination of Need (DON) score used to determine eligibility for various programs such as Home Services and Community Care from 29 to 37. Conventional wisdom is that session will go into overtime because of the budget. Most legislators believe there will be serious cuts and some new revenues to relieve some of the cuts. Stay tuned.