



# Ohio Council for Children with Behavioral Disorders 2019 Newsletter

## SAVE THE DATE: Ohio CCBD Summer Behavior Institute June 18 & 19, 2020

### *Call for Papers*

#### **Presenters Welcome!**

Please send the following to  
Brooks Vostal at [bvostal@bgsu.edu](mailto:bvostal@bgsu.edu)  
for peer review by Ohio CCBD Board:

- 500 word description of presentation
- 3 objectives for participants
- 50 word abstract for brochure

#### *Past topics have included:*

Self-Management  
Anxiety Disorders  
Behavioral Adaptations  
Sensory Needs  
Social Skills  
Reading Interventions  
Kids Who Have Experienced Trauma  
Functional Behavioral Assessment  
Level Systems

***Call for Papers ends  
January 31, 2020***

### **Meet the new OCCBD President**

#### **Maria Link**

Maria Link has been a member of CCBD since 2010, and has served as Ohio CCBD Secretary and Vice President. She has been a special educator since 1999, with many of her administrative years at separate facility schools for students with intense behavioral needs. Maria has served as adjunct faculty at Xavier University, Wright State University and the University of Cincinnati, teaching classes in transition, educational psychology, moderate and intense support services and special education assessment. Maria first learned of Ohio CEC while a student at The College of Mount St. Joseph. In the late 90's, she served as a local chapter officer and Secretary for Ohio's Student CEC. Maria enjoys the daily challenges and celebrations that comes with working with students with disabilities, as well as their families and educators. She is excited to have the opportunity to serve the members of OCCBD as President.



## Instructional Choice May Promote Social-Emotional Learning

By Brooks R. Vostal

In June of 2019, the Ohio Department of Education adopted Social and Emotional Learning (SEL) Standards. The Collaborative for Academic, Social, and Emotional Learning defines SEL as the process through which people acquire and effectively apply the knowledge, attitude, and skills necessary to manage

### CCBD Foundation

The CCBD Foundation was founded in 1977 by the Council for Children with Behavior Disorders to support the mission of improving the education of children and youth with emotional and behavioral disorders (EBD). The Foundation provides members of the educational, research and wider community who share a commitment to supporting students with EBD with a way to combine their efforts, merging their donations into awards in specific priority areas that have a high impact on students and their classrooms. These are:

1. Funding projects, programs, and curriculum for students with EBD
2. Providing educators with financial assistance to attend professional development events related to EBD
3. Awarding scholarships for graduate and undergraduate students pursuing careers working with students with EBD
4. Recognizing leaders in the field

The Foundation's activities are supported by individual and organizational donations, as well as proceeds from social events held at CCBD affiliated conferences. The CCBD Foundation is a section 501(c)(3) non-profit organization.

You can join them on Facebook and twitter or find them on the web at

<https://community.cec.sped.org/ccbd/about/donate>

their emotions, work toward positive goals, demonstrate empathy for others, and maintain healthy relationships (CASEL, 2017). Ohio has followed CASEL's lead and defined standards across five competencies: (a) self-awareness, (b) self-management, (c) social awareness, (d) relationship skills, and (e) responsible decision making.

The Center on Great Teachers and Leaders at the American Institutes for Research has identified ten instructional practices that promote SEL in students (see [gtlcenter.org/sel-school](http://gtlcenter.org/sel-school) for the complete list). One area they recommend focuses on teachers providing opportunities for students to make responsible choices about their work in the classroom (Yoder, 2014).

The research literature on benefits of choice-making for students with behavior challenges is promising (Shogren et al., 2004; Royer et al., 2017). While more research is needed that meets all Council for Exceptional Children guidelines for evidence-based specifications, researchers have regularly reported positive effects. Recently, *instructional choice*, an individual choosing between two or more activities under specific conditions, has been described as a flexible, low-intensity strategy for use as an antecedent or consequence to improve student engagement (Ennis et al., 2018). As teachers begin to implement Ohio's SEL standards, it appears that incorporating instructional choice may be an important place to start.

The purpose of the *OCCBD Newsletter* is to connect to our CCBD members and provide a forum for our Ohio CCBD teachers.

For more information, please contact the Past President of OCCBD

Dr. Brooks Vostal  
Bowling Green State University  
bvostal@bgsu.edu

