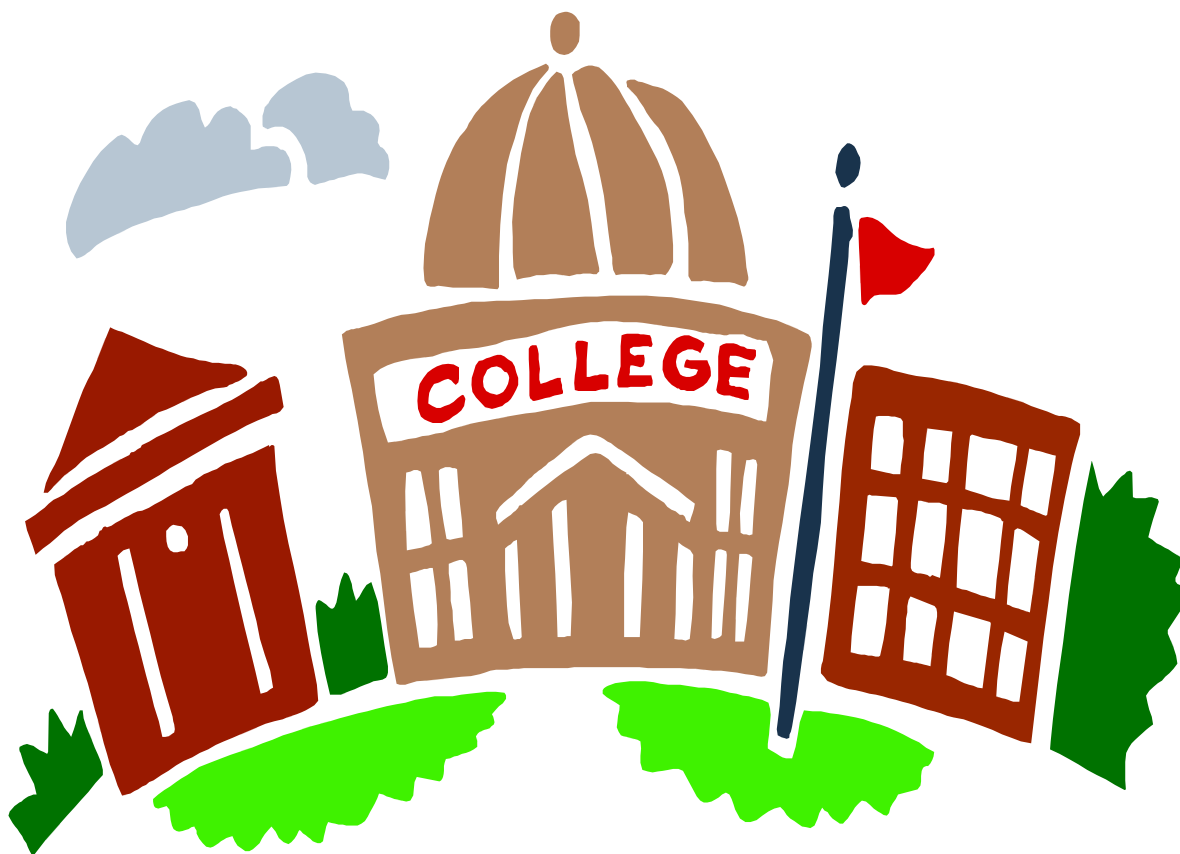


Progress Report on Activities

July 1, 2003 - July 1, 2004



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Mission and History

Founded in 2002, the Center for Teaching and Learning at the Michael D. Eisner College of Education, California State University, Northridge (CSUN), serves as an enduring site for educational change and development. It is the mission of the Center for Teaching and Learning to keep CSUN at the forefront of cutting edge innovations in preparing teachers, educational administrators, school counselors, school psychologists, and other school-related personnel.

The Center for Teaching and Learning has an initial charge of exploring the work of Dr. Mel Levine and his organization the *All Kinds of Minds* nonprofit institute, as well as investigating the impact of the institute's *Schools Attuned* professional development and service delivery program on student learning outcomes, teacher knowledge and instructional practices, and systemic school change.

Dr. Mel Levine, a Rhodes Scholar and graduate of Harvard Medical School, is a professor of pediatrics at the University of North Carolina Medical School and the director of the university's Clinical Center for the Study of Development and Learning. He is also the cofounder and co-chair, along with Mr. Charles Schwab, of the All Kinds of Minds nonprofit institute. Established in 1995, the mission of All Kinds of Minds "is to help students who struggle with learning measurably improve their success in school and life by providing programs that integrate educational, scientific and clinical expertise" (AKOM, 2003).

The creation of the Center for Teaching and Learning, as well as a new position of Executive Director and The Eisner Chair of Teaching and Learning, was made possible by a generous gift received from The Eisner Foundation in spring 2002. Michael D. Eisner, CEO of The Walt Disney Company, his wife Jane, and their sons Breck, Eric, and Anders, have greatly assisted at-risk children and their families through their numerous contributions to non-profit organizations in the Los Angeles and Orange County areas of Southern California.

Report of the Executive Director

With the creation of the Center for Teaching and Learning, the Michael D. Eisner College of Education and California State University, Northridge, have embarked on an exciting mission. The physical Center itself has been constructed as a wing of the College, complete with administrative offices, a family friendly reception area, a research office, and a conference room that is video-conference ready. A website can be found at <http://www.csun.edu/education/ctl/> along with an associated email account at centerl@csun.edu to address questions and impart information on the Center.

This report offers a review of activities and accomplishments of the Center over the past year. Each section is organized according to the original initiatives specified in the Gift Grant Agreement between The Eisner Foundation and California State University, Northridge, as authorized on March 21, 2002.

Some of the highlights of this report:

- According to the Gift Grant Agreement with the Eisner Foundation, the Center for Teaching and Learning was charged with facilitating the training of 250 teachers and other school personnel during the second year of the agreement. The Center has met and exceeded that target with a total of 2,044 teachers, administrators, schools psychologists, school counselors, and other school related personnel having received pre-service and in-service (in collaboration with the Etta Israel Center Schools Attuned Professional Development Provider) training in neurodevelopmental approaches to learning as conceptualized by Dr. Mel Levine and his All Kinds of Minds Institute.
- Over the course of the academic year 2003-2004, and as a direct result of professional development efforts undertaken in 2002, a total of 14 faculty members were recruited to serve in a variety of leadership roles in the Center. Designated as either *Center Fellows* or *Center Associates* (see Appendix A for a description of roles and responsibilities), these faculty leaders have assumed responsibilities in all four of the activity areas documented in this report. Additional faculty are to be recruited for inclusion to this group during Summer 2004.
- Dr. Mel Levine visited CSUN in March of 2004 and interacted with students, faculty, and Center Fellows. This visit was quite productive in terms of Center Fellows exploring Dr. Levine's philosophy and

conceptualization of neurodevelopmental variations in pupil learning.

- At the end of March, the Executive and Assistant Directors of the Center and seven Center Fellows visited the All Kinds of Mind Institute in North Carolina. The Center team spent two full days meeting the various directors from the different departments of the Institute. This trip greatly assisted the Fellows to more fully understand the development and implementation of AKOM's programs such as Schools Attuned and Student Success Center nationwide and within Southern California.
- As part of an effort to expand awareness of neurodevelopmental variation in learners and the impact of such knowledge on K-12 instruction, the Center has designed and implemented a response network to address inquiries from other institutions of higher education (hereafter, IHEs). On May 20, Center Fellows conducted an orientation meeting via videoconference with five (5) faculty from Antioch College in Santa Barbara (original contact with the Orfaea Foundation) to preview the summer Schools Attuned training they would be attending. On February 13th and June 10th, Center Fellows met with faculty from the College of Education at San Jose State University (original contact with the Palo Alto Site at the Children's Health Council) to also conduct a series of orientation activities for an upcoming Schools Attuned training. All three of these meetings allowed the Center Fellows to share experiences during the week long training they attended in June of 2003. Center Fellows also shared ways they have introduced neurodevelopmental concepts in pre-service teacher preparation courses.
- The Center continues to collaborate with the Schools Attuned Professional Development Provider network: during the fall semester, the Executive Director traveled to North Carolina to attend the annual meeting of Regional Training Site Directors at the All Kinds of Minds Institute; in the spring semester, the Executive Director and the Assistant Director visited the PEEL District Schools Attuned Professional Development Provider located in Canada and received a visit from the Director of the Learning Center of North Texas Schools Attuned Professional Development Provider, Ms. Lucille Helton.
- Center Fellows have been engaged in a series of activities to explore possible intersections between Dr. Levine's work and learning-related aspects of psychological counseling and career counseling. A variety of CTL events and projects during 2003--2004 focused on issues and processes that relate to the psychological/emotional and career experiences of undergraduate and graduate college students who struggle during the postsecondary education experience.

In order to ensure direct and open communication with all strategic partners, the Executive and Assistant Directors participate in ongoing meetings and phone conferences with the Dean of the Michael D. Eisner College of Education, Philip Rusche, the Executive Director of the Etta

Israel Center, Michael Held, and the CEO of All Kinds of Minds, Mark Grayson, and the National Director of Schools Attuned, Mary Dean Barringer.

Looking forward to upcoming events and activities, a third cohort of ACT pre-service teachers will receive foundational training in the upcoming academic year, and integration of Levine's neurodevelopmental approach to learning continues to be integrated into the existing pre-service professional development curriculum in the College. A network of institutions of higher education is being created in such a way that AKOM intellectual property (as represented in such programs as Schools Attuned and Student Success Center) is being protected while, at the same time, public domain resources (such as the Developing Minds video series) are being identified as possible resources for inclusion in the aforementioned pre-service preparation efforts. A national and local research agenda is in place with data collection to begin at *high implementation* sites in Fall 2004. In addition, planning for the Learning Achievement Center continues to move forward as originally outlined in the Gift Grant Agreement.

Michael E. Spagna
July 2004

Progress Report on Initiative #1:

Teacher Education

The Teacher Education Initiative continues to focus on embedding Levine's neurodevelopmental approach into professional development (including pre-service and advanced) programs at the Michael D. Eisner College of Education, California State University, Northridge. These efforts are coordinated with ongoing work at the All Kinds of Minds Institute, which targets on-the-job (in-service) teachers and related school professionals through its Schools Attuned professional development program.

Pre-service coursework

During the 2003-2004 academic year, Center Fellows experimented with incorporating Levine's concepts, available through public domain sources (i.e., *A Mind at a Time*, *The Myth of Laziness*, <http://www.allkindsofminds.org/>, etc.), into the existing university curriculum for pre-service teachers and school related professionals. Overall, Center Fellows introduced Levine's conceptualization of neurodevelopmental variation and the implications of such knowledge for professional practice to 1,968 CSUN pre-service candidates during the course of the 2003-2004 Academic Year.

An illustrative example of these efforts can be found in the *Accelerated Collaborative Teacher* (ACT) Preparation program that was delivered over the course of two semesters (Fall Semester, 2003, and Spring Semester, 2004) to 136 pre-service teacher candidates. Several of these pre-service candidates were placed into student teaching assignments with supervising master teachers who have already participated in the Schools Attuned professional development program. Center Fellows Ms. Phyllis Gudoski and Dr. Wendy Murawski have served as instructors in the ACT program and have infused neurodevelopmental content into the existing curriculum.

Another example can be found in the work of Center Fellow, Dr. Beth Lasky, who, during Spring Semester 2004, conducted a session with students enrolled in *Special Education 400*. Specifically, Dr. Lasky discussed Levine's book, All Kinds of Minds and used a segment from the *Attention* component of the *Developing Minds* video series. The hour and a half lecture concluded with a discussion on how Dr. Levine's

observation of attention compares with the traditional discussion of attention in the schools. A question related to this discussion was given on the midterm exam.

A third example can be found in the work of Dr. Murawski: In the course SPED 508, *Special Education Training for Teachers*, she introduced Dr. Levine's work to in-service general education teachers and taught individual lessons on the constructs of Attention and Higher Order Thinking using public domain materials. In SPED 680, *Current Trends in Special Education*, she discussed Dr. Levine's work as well as the Schools Attuned professional development program with Masters Level students during a session on Best Practices in the Field. Students brought in Dr. Levine's work into debates, discussions, presentations and final papers.

In the area of *school psychology* and the pre-service preparation of school psychologists, Center Fellow Dr. Wilda Laija has actively explored the possibilities of redesigning one course, EPC 611, *Educational Psychology Seminar*, to include Dr. Levine's philosophy of learning and conceptualization of neurodevelopmental diversity. To be more specific, EPC 611 has been designed by faculty in the Department of Educational Psychology and Counseling to cover neuropsychological assessment of learners. Given that this course already focuses on neuropsychological concepts, this would be the ideal vehicle to introduce Dr. Levine's notions of neurodevelopmental variation and implications of such knowledge on the assessment of learners. In addition, this class is taken by second year school psychology students who are ready to move onto their final year of training, which includes internship. These students have already had a good foundation in assessment and intervention. A detailed report of Dr Laija's course redesign activities can be found in Appendix B.

Establishment of the CTLSED Task Force

On the secondary education front, Center Fellow Dr. James Cunningham established a Center for Teaching and Learning Secondary Education Curriculum Task Force (hereafter, CTLSED Task Force). This Task Force is comprised of faculty from the Department of Secondary Education in the Michael D. Eisner College of Education, and partners representing various schools and organizations in the Los Angeles Unified School District. The CTLSED Task Force met twice during the 2003-2004 academic year.

During the first meeting, three Schools Attuned facilitators, Kathy Coleman, Robert Calderon, and Bina Varughese, provided an overview of the Schools Attuned professional development program. In addition, Michael Spagna and Richard Goldman presented an overview of the Center for Teaching and Learning and the goals of this organization. Feedback from the CTLSED Task Force was requested concerning what might be viable methods of infusing Levine's neurodevelopmental concepts into pre-service teacher preparation programs in the Michael D. Eisner College of Education. Handouts describing

two representative constructs (Memory and Higher Order Cognition) were distributed to members of the task force to review and to provide oral and written feedback at the next meeting.

During the second meeting of the CTLSED Task Force, suggestions for infusing Levine's neurodevelopmental model of learning were discussed. Feedback on the two constructs (i.e., Memory and Higher Order Cognition) was discussed. As a direct result of their service on the task force, four faculty members in the Department of Secondary Education decided to participate in the Schools Attuned professional development program delivered by the Etta Israel Center in June, 2004.

Additionally, Dr. Cunningham presents reports every month at the meetings of the Department of Secondary Education to keep the faculty informed concerning the work and progress of the Center for Teaching and Learning and to elicit feedback and participation by the faculty (see Appendix C).

Advanced coursework

Center Fellow, Dr. Virginia Kennedy, has been coordinating the inclusion of Levine's neurodevelopmental framework in advanced coursework at the College. To be specific, she hosted, for the second year, a workshop on Levine's work for the Beginning Teacher Support and Assessment Project for Special Educators (BTSA-SE), a state-funded collaborative between CSUN, two local districts in the Los Angeles Unified School District, and United Teachers of Los Angeles (UTLA). In connection with this workshop for on-the-job teachers working towards their clear professional credential, Dr. Kennedy provided follow-up materials and information about resources (Dr. Levine's books and *Connections*, the online newsletter distributed by AKOM) to interested participants from the BTSA-SE workshop.

Additionally, Dr. Kennedy provided similar resources, based on Levine's work, to beginning special education teachers in the advanced course SPED 628 Mild/Moderate, *Induction and Support*. This is the first induction course for special education teachers earning an Education Specialist Level II Professional Clear credential at CSUN.

Progress Report on Initiative #2: Regional Training

The Regional Training Initiative involves supporting and building upon the efforts of the local Schools Attuned Professional Development Provider (hereafter, SAPDP), directed by Mr. Richard Goldman, and affiliated with the Etta Israel Center. It continues to be the intention of the Center for Teaching and Learning that expansion of regional in-service training of teachers, administrators, and school-related personnel take place in Southern California. The *Etta Israel Center SAPDP* has established itself as a premiere professional development site, having trained approximately 1,700 professionals as of Summer 2004.

In-service training

Out of the 263 total public school teachers and school related professionals receiving Schools Attuned professional development from the Etta Israel Center SAPDP in Summer 2004 , a total of 76 professionals (approximately 30%) were directly funded through the Center for Teaching and Learning. Of these 76 professionals, 40 were recruited from District B (now designated *District 2*) of Los Angeles Unified School District, 10 were from the CHIME (Community Honoring Inclusive Model Education) Charter Elementary and Middle Schools (all active teachers at the CHIME Charter Elementary School have now participated in Schools Attuned professional development), 16 CSUN faculty were from the Michael D. Eisner College of Education (representing the Departments of Elementary Education, Secondary Education, Special Education, and Educational Psychology and Counseling), and 10 additional faculty were from San Jose State University.

Regarding the CHIME Charter Schools, Center Fellow Dr. Wendy Murawski, acting as liaison between the Center and the CHIME Institute, has served in three roles:

1. She has served as chair of the CHIME Charter Elementary Enrichment Committee. In this role, Dr. Murawski chaired Enrichment meetings every 6 weeks, attended 3 or 4 Schools Attuned mentor meetings to discuss how enrichment and SA mesh, and facilitated ways to meet the needs of students who are gifted/high-achieving in the inclusive classroom, as well as identifying strengths of all children. Dr. Murawski's primary accomplishment in this position was that she initiated having the CHIME Elementary school collect

Student Profiles on all students from both parents and students, in order to use them for informal purposes, as well as for eligibility criteria for the Gifted identification process.

2. She has conducted numerous in-service presentations. In this capacity, Dr. Murawski has presented numerous in-services to CHIME faculty at both the middle and elementary schools on collaboration, co-planning, and co-teaching. In all cases, Dr. Levine's philosophy and conceptualization of neurodevelopmental learning was incorporated. She also conducted a Parent presentation with Dr. Saundy Sparling for all parents of both schools on the topic of Enrichment; at that session, Schools Attuned was mentioned prominently.
3. She has served as Meeting Facilitator. In this role, Dr. Murawski facilitated a meeting between Dr. Spagna and Mr. Goldman with principals Ms. Julie Fabrocini and Ms. Renee Harvey (from CHIME Elementary and Middle Schools, respectively). Dr. Murawski created an agenda and took minutes, with the primary purpose of reemphasizing the need to document all activities related to work with the Center and implementation of Schools Attuned philosophy and methodology at both schools, as well as to enhance the collaboration between schools and to determine research needs.

Local activities: Collaboration between Center Fellows and Schools Attuned Mentors

Many of the Center Fellows have become involved in the ongoing regional training efforts led by Mr. Goldman and the Etta Israel Center SAPDP, primarily through professional collaboration with Schools Attuned trained mentors. According to the mentoring model established by the Etta Israel Center SAPDP, mentors attend meetings every two months with the Director Mr. Richard Goldman. These meetings update mentors on information from the All Kinds of Minds Institute and the Center for Teaching and Learning; the meeting also allows mentors to share issues and problems occurring at participating school sites. Several of the Center Fellows have attended each of the regularly scheduled mentor meetings from October 2003 through May 2004.

National activities: Collaboration between Center Fellows and AKOM staff

Dr. Cunningham also participated in a videoconference with Chris Osmond and additional AKOM staff working on developing a new Schools Attuned Secondary Education curriculum. Of particular importance to Dr. Cunningham were the videotapes used in the interim Secondary adaptation to the Schools Attuned curriculum.

Later in the fall semester, Dr. Cunningham contacted Chris Osmond and informed him of the CTLSED Task Force and its interest in fostering the development of the new Secondary Education Schools Attuned program. Mr. Osmond expressed a strong interest in learning of the work of the CTLSED Task Force and how it might be involved in developing and disseminating the newly designed Schools Attuned Secondary Education curriculum. On April 26th, Mr.

Osmond sent the proposed new curriculum to Dr. Cunningham and other members of the CTL Leadership Group for review and feedback. In response to this request, Kathy Coleman, Robert Calderon, and Dr. Cunningham met at Summit View School on May 7, 2004, to review sections of the new Schools Attuned Secondary Education curriculum and to provide feedback and suggestions to AKOM. Feedback was sent to Mr. Osmond and he remarked about the usefulness and timeliness of the feedback. Additionally, Mr. Osmond sent (on May 13th) a request for faculty in the Department of Secondary Education who are experts in the area of ELL to review a revision to the Secondary Language Module of the Schools Attuned curriculum. Dr. Cunningham identified Department Chair Dr. Bonnie Ericson, Dr. Judy Lombardi, and Dr. Clara Park as experts and requested that they review the document and provide feedback.

Progress Report on Initiative #3:

Instructional Assessment

The Instructional Assessment Initiative positions the Center for Teaching and Learning to be a model site for comprehensive assessment services. The establishment of a comprehensive assessment/service center will provide students attending the Michael D. Eisner College of Education with multiple opportunities for hands-on experience in the areas of assessment, interventions, and counseling.

Planning for the Learning Achievement Center

In order to meet this charge, and under the direction of Center Fellow Dr. Shari Tarver Behring, the Support Training Assessment and Resource Services (STARS) Committee, currently composed of the faculty and staff involved with community service programs through the Michael D. Eisner College of Education, have focused their efforts during the last year on the development of this university-based comprehensive training and service program, now referred to as the *Learning Achievement Center* (hereafter, LAC). STARS representatives coordinate the following existing programs:

1. Community Counseling Resource Institute--provides on-site counseling services and services to at risk youth at off-site locations.
2. Family Focus Resource Center-provides support services, workshops, and resources to students and families of students with special needs in Los Angeles Unified Districts A, B, & C, Santa Clarita, and the Antelope Valley, with most services off-site due to numbers served.
3. Special Education Literacy Lab- provides literacy services to students with special needs and their families.
4. Los Angeles Times Literacy Lab- provides literacy services to students and their families.

The STARS Committee has met monthly over the course of the last year to organize these existing services into one model program with three primary goals:

1. To train professionals in a supervised academic setting that reflects proven and emerging practices;
2. To provide multiple entry points for immediate service;

3. To implement an integrated perspective that includes dynamic broad-based assessment and collaboration across the fields of educational psychology, counseling, family education, elementary, secondary and special education.

The Center will be devoted to transforming the preparation of school and community professionals to meet the needs and interests of families, children and individuals seeking to grow emotionally, socially and intellectually. A brief summary of the yearly activities of the STARS Committee follows.

In Fall 2003, the STARS Committee began their efforts for the planning of the LAC by reviewing the recommendations about facility and programs from the minutes from previous years when a series of planning meetings were held with professionals from the college, university, and community. The Committee constructed a diagram of services that a family just entering the proposed LAC could receive from the existing STARS programs (and community partners); the Committee also reviewed an additional architectural layout of the proposed new facility.

The STARS committee then met with campus architect Nathaniel S. Wilson, project manager Warren Jacobs, and interior design associate Erica Steenstra. These professionals explained their roles and gave an overview of the site planning process; in turn, the STARS Committee discussed the specific programs to be housed in the Learning Achievement Center. The STARS Committee also emphasized that the model of service delivery will include a collaborative and comprehensive vision of programs working together in a family-style environment. Center *Guides* would act as case managers for potential students and their families. Warren Jacobs later held interviews with each STARS program director and coordinator to further document program and space needs. At the end of the year, the STARS Committee decided that a written draft of the vision, facility/staffing plans, and program overview was needed to better document ideas and needs for architects, funding sources, faculty, and community members about the proposed Learning Achievement Center.

In Spring 2004, the STARS Committee, building on the work accomplished in the previous semester, began by reviewing a written proposal for the Learning Achievement Center, with organizational charts, etc., developed by Michael Spagna, Laura Lindberg, and Shari Tarver Behring. The STARS Committee generated a list of recommended changes to these documents and then three subcommittees were created to develop the following:

1. A Vision/Mission Statement of the Learning Achievement Center.
2. Outreach flowcharts in pre-service training, in-service training, and assessment and intervention services to community.
3. An overview of facility space and staffing.

The Committee also developed a rough draft of a vignette that illustrates STARS services from entry to exit with an individual child and family. All of these documents were again reviewed by Committee members and later integrated into a concept paper created by Jerry Nader, Shari Tarver Behring, and Michael Spagna. Following Committee feedback, this concept paper was given to the architects in order to provide a better understanding of facility needs. A second fundraising proposal was

also developed by Laura Lindberg based on the documents generated by the STARS Committee. Final meetings of the spring focused on the creation of a comprehensive program plan for the Learning Achievement Center. The Committee held an all day conference to present each STARS program in detail to the group as a starting point for planning the comprehensive program document. After this informative process, a notebook was created with program documents from each service area, including an overall LAC concept paper, vision statement, space and staffing plan, proposed outreach activities, and hypothetical client vignettes developed over the last year. The Committee then spent the remainder of the day discussing a pilot of the comprehensive program to be implemented by all STARS members including selected students in training as of Fall Semester 2004. The final meeting of the summer was devoted to the details of this pilot.

Fundraising efforts continue to secure resources for building and staffing the Learning Achievement Center with a target opening date of mid-2006.

Along with LAC related activities, Center Fellow Dr. Wilda Laija has reviewed several of the assessment instruments designed by Dr. Levine and associates, including the following: (a) Pediatric Early Elementary Examination (Peex-2), (b) Survey of Teenage Readiness And NeuroDevelopmental Status (STRANDS), and (c) Pediatric Examination of Educational Readiness at Middle Childhood (PEERAMII). The purpose of this review was to build familiarity with the instruments to ascertain their suitability for use in the proposed Learning Achievement Center (Dr. Laija's analysis appears in Appendix D).

Progress Report on Research and Dissemination Activities

Consistent with the Gift Grant Agreement between California State University, Northridge, and The Eisner Foundation, the Center for Teaching and Learning continues to develop and implement a research program to empirically document and study the impact of pre-service and in-service delivery of a neurodevelopmental approach to teaching. There are two primary goals of this research program:

1. To investigate the utility and impact of incorporating a neurodevelopmental approach into the pre-service training of teachers, administrators, school psychologists, school counselors, and other school related personnel.
2. To study, in collaboration with AKOM, the impact of the in-service Schools Attuned professional development program on student outcomes (e.g., academic achievement), on special education (e.g., referral rates to special education and related services), and on teacher knowledge and instructional practices (e.g., providing accommodations to students in the classroom).

In order to build a team of top educational researchers to participate in the activities of the Center for Teaching and Learning, an aforementioned 14 faculty from the College have been designated as Center Fellows; from this core leadership group, four (4) Center Fellows have been selected to coordinate research efforts in collaboration with the Executive Director and the Assistant Director (Regional Training Liaison). This team has already been in contact with Treseen McCormick, Project Director, WestEd Evaluation Research, and have met with mentors to facilitate data collection in identified Schools Attuned high implementation sites. The full scale research project begins in fall 2004 under the direction of Ms. McCormick.

Center Fellows, in addition to working in collaboration with national research efforts directed by research organizations such as WestEd, have been engaged in specific research and dissemination activities of their own on a local and national level.

Exploration of the role of Motivation

Center Fellow Dr. Adele Gottfried, has advocated for the inclusion of motivation as an important factor in Dr. Levine's neurodevelopmental framework in general and the Schools Attuned professional development program in specific. It is Dr. Gottfried's opinion that the Schools Attuned professional development program provides an optimal opportunity to include motivation as an integral aspect of the neurodevelopmental constructs. Additionally, instruments designed to measure motivation (such as Dr. Gottfried's CAIMI, the *Children's Academic Intrinsic Motivation Inventory*) could be used as a systematic assessment to determine the effectiveness of Schools Attuned trained teachers on children learning, behavior, and school orientation.

In other words, Dr. Gottfried asserts that motivation may be considered as: (a) an integral part of learning styles and constructs so that it would be essential to include as an assessment component; (b) part of the research assessing the effectiveness of Schools Attuned as an outcome measure to determine its impact on children's school orientation; and (c) a critical aspect of interventions. Dr. Gottfried also recommends that the conceptualization of motivation in the Schools Attuned professional development program be changed from one in which it is considered as an outcome of school failure (or generally as a reactive affective factor that impedes school progress) to a proactive orientation in which it is viewed as a developmental component cutting across all constructs that should be stimulated by appropriate curriculum that matches students cognitive and affective characteristics.

Dr. Gottfried's review of Dr. Levine's work as it pertains to notions of motivation can be found in Appendix E. A selected bibliography of Dr. Gottfried's research on academic intrinsic motivation can be found in Appendix F.

Presentations by Center Fellows

On March 6, 2004, Dr. Lasky presented a one hour overview of neurodevelopmental concepts entitled All Kinds of Minds: Brain Based Learning for all Kinds of Students, at the 1st Annual Family and Educator Conference of the Family Focus Empowerment Center. In preparation for this presentation, Dr. Lasky reviewed three videos, two from the Developing Minds series and Misunderstood Minds, and chose one segment of the Misunderstood Minds video to use in the presentation. Dr. Lasky prepared sentence strips of the nine (9) Principles of Schools Attuned to post around the room. She also prepared an extensive handout for the participants of the session. The presentation began with a value voting activity of the Nine Principles. The participants then watched the first part of the Nathan segment of the Misunderstood Minds video. Dr. Lasky then discussed with them the process of Attuning a Student. The presentation was very well received.

On May 26, Center Fellow Dr. Beth Lasky prepared a proposal for the 2005 CEC Annual Convention and Expo in Baltimore, MD. In preparing the proposal she infused information on collaboration and the work of Dr. Levine and the All Kinds of

Minds Institute from articles and other information provided by the Executive Director. The proposed presentation will be a panel discussion of 5 presenters including the Executive and Assistant Directors of the Center, and three Center Fellows who have participated in the Schools Attuned professional development program.

Manuscripts prepared and submitted for publication

Center Fellows Dr. Wendy Murawski and Dr. Ivor Weiner have prepared and submitted a manuscript for publication, entitled Schools Attuned: A model for collaborative intervention; the work has been accepted for publication in the Journal *Intervention in School and Clinic* (to be published in the May 2005 issue). The manuscript proposes that the Schools Attuned professional development program represents a potential model for collaborative intervention, effectively perpetuating a three-tiered model for support to allow general and special educators to come together with a shared vision, common principles and language, and additional skills (see Appendix G for the full text of the manuscript).

Work with the Community

Dr. Weiner, in addition to collaborating on the aforementioned manuscript with Dr. Murawski, has been extremely active in outreach activities with the community. To be more specific, in his dual roles as Center Fellow and Director of the Family Focus Empowerment Center, Dr. Weiner has distributed over 500 Schools Attuned brochures and Etta Israel newsletters at a variety of campus sponsored events located around the San Fernando Valley and beyond. Dr. Weiner has also developed a collaborative partnership with pediatrician Dr. Sharon Pollock and a consortium of community-based medical doctors, psychologists, speech and language therapists, and educational therapists. This group is scheduled to deliver a series of workshops, entitled *Power Parenting* from July 6-August 10 on the CSUN campus. These workshops will also provide a venue to share information about Dr. Levine's neurodevelopmental perspective and associated AKOM programs such as Schools Attuned.

New Initiatives

In fall 2003, Center Fellows Dr. Merrill Simon and Dr. Corinne Barker began collaborating, each providing perspectives from their different roles on campus: Dr. Simon's interaction with both faculty and students in an education department, and Dr. Barker's work in a counseling center, treating emotional stress confronting college students. Despite working with college students in different capacities, the necessity to ultimately expand knowledge of students' psycho-educational experiences as they transition to college level learning was apparent to both.

To address this need, Drs. Simon and Barker began organizing an intercampus meeting with California State University Dominguez Hills (CSUDH). During a conference call on November 18, 2003 with Dean Selase Williams (Dean, College of Arts and Science at CSUDH) details were arranged so that representatives from

CSUN and CSUDH could meet at the Dominguez Hills campus. This occurred on November 24th, 2003 when Dr. Michael Spagna with Drs. Simon and Barker met with Dean Williams and several members of his staff to network and consult regarding the CSU Dominguez Hills Spark Program and the CSUN All Kinds of Minds/Schools Attuned Programs. The groundwork was laid for future collaboration between the two campuses regarding projects that addressed college students' learning obstacles.

A similar networking event occurred on February 13, 2004 when several Center for Teaching and Learning staff met with a team from San Jose State University (SJSU). In both meetings with CSUDH and SJSU it became evident that discussions about the psychological issues related to learning processes had not previously been a priority of focus, but nonetheless seemed perceived as important.

On the CSUN campus, Drs. Simon and Barker began organizing a multi-disciplinary university team that would address these issues from a range of perspectives (student health, developmental psychology, academic exam requirements, disability services, housing, etc.). This culminated in a luncheon on March 15, 2004 that introduced the All Kinds of Minds concept and facilitated dialogue between potential team members and Drs. Michael Spagna, Simon, and Barker. As selected campus personnel express interest to be on the team, the plan is for it to become an important resource in the future, providing multi-disciplinary support to CTL projects and events.

In order to facilitate an assessment process that addresses psychological issues within the theoretical framework delineated by Dr. Mel Levine, an Intake Packet was created that included: (a) Intake Report Summary, (b) Self-Report Questionnaire, and (c) Levine Content and Skill Affinity Checklist. This was designed to be utilized as a psychological assessment tool that incorporates the AKOM cognitive/neurological /educational assessment tools (see Appendix H).

Appendices

APPENDIX A

Faculty Leadership and Participant Expectations

Expectation	Level of Faculty Participation		
	Center Fellow	Center Associate	SA Trained Member
1. Participate in complete Schools Attuned Core Training	X	X	X
2. Participate in SA Core Training follow up meeting	X	X	X
3. Attend monthly SA-related planning meetings	X	X	
4. Prepare annual report to Executive Director on activities and accomplishments	X		
5. Attend Center leadership meetings as arranged	X		
6. Visit AKOM Institute	X		
7. Collaborate with Center leadership on various SA-related activities	X	X	
8. Participate in on-going PreK-12 and university recruitment	X	X	

APPENDIX B

Detailed Report of Dr. Laija's Course (EPC 611) Redesign Activities

During Fall Semester 2003, and in keeping with existing university procedure, Dr. Laija followed the following steps in the course modification approval process:

1. Dr. Laija met with Dr. Rie Mitchell, Chair of the Department of Educational Psychology and Counseling, to seek approval to change the focus of the EPC 611 class (this was given).
2. Dr. Laija met with Dr. Britton del Rio in October 2003 to explore his willingness to change the focus of the class to include Levine's philosophy and focus more on intervention. Dr. Britton del Rio agreed to the proposed changes.
3. Dr. Laija met with Dr. Britton del Rio in November 2003 to further explore areas which could be changed or adjusted. Dr. Britton del Rio shared his syllabus and some lectures to better guide Dr. Laija in the suggested changes.

During Spring Semester 2004, Dr. Laija devoted her efforts to further restructuring of the EPC 611: Seminar in Educational Psychology course to include Dr. Levine's philosophy and conceptualization of neurodevelopmental diversity. These activities included the following:

1. Dr. Laija met with Dr. Britton del Rio in February and April to continue their discussion in terms of the changes in order to include Levine's work.
2. Dr. Laija explored various texts as possibilities for the course.
3. In May, Dr. Laija was notified that Dr. Britton del Rio was not going to teach the class. Dr. Mitchell asked for Dr. Laija to determine a possible candidate to teach this class. Dr. Laija suggested Sam Schwarzmer, a school psychologist who has participated in both the Schools Attuned professional development and Profile Advisor programs.
4. Dr. Laija met with Dr. Spagna and Mr. Goldman in May to discuss progress; they also recommended Mr. Schwarzmer as a good potential instructor for the EPC 611 course, as well as Dr. Levine's Developmental Variation and Learning Disorders book as the text for the class.
5. Dr. Laija met with Mr. Schwarzmer in late May to explore whether he could teach the course and to gain his feedback in regards to restructuring the course; although he was unable to teach the class, Mr. Schwarzmer provided valuable information in regards to EPC 611's restructure and possibilities for the future (Dr. Laija asked him to consider teaching the course as an option next summer).
6. Dr. Laija finished modifying the existing EPC 611 syllabus and decided to use Developmental Variation and Learning Disorders as the text for the course (as well as other assigned readings).

7. In late May, Dr. Laija reviewed resumes of part-time instructors to teach the EPC 611 course. An instructor was chosen to teach the course in the fall. Dr. Laija met with the selected instructor for EPC 611 in June and provided an overview of the class, finalized the course outline, and reviewed requirements. Dr. Laija also asked the instructor to begin gathering references based on student presentations on current research based on the eight constructs (attention, memory, etc.) and to evaluate course sequence and the possibility of including assessment tools next summer.

APPENDIX C

Sample Reports to the Department of Secondary Education
Prepared by Dr. Cunningham

Department of Secondary Education Meeting, February 12, 2004--1:30 to 3 p.m.

Center for Teaching and Learning Announcements

1. Ten members of the faculty in the School of Education at San Jose State University, including chairs from all departments, will visit the Michael D. Eisner College of Education and engage in a discussion with the Center for Teaching Leadership Group (CTLLG) regarding the Schools Attuned Training Program they will be attending. They wish to gain a perspective of the training by talking with members of the CTLLG, all of whom have taken the training.
2. Dr. Mel Levine, founder of the All Kinds of Minds, will visit the Michael D. Eisner College of Education March 3, 2004.
3. A team of faculty representing the Center for Teaching and Learning Leadership Group will visit the All Kinds of Minds Institute in North Carolina March 31 to April 2, 2004.
4. Three faculty in the Department, Carolyn Burch, Ivan Cheng and Michael Rivas will take the Schools Attuned training June, 2004.

Department of Secondary Education Meeting, March 11, 2004--1:30 to 3 p.m.

Center for Teaching and Learning Announcements

1. Dr. Mel Levine, Founder of All Kinds of Minds, visited the CSUN campus on March 3, 2004, and interacted with students and faculty. His presentation entitled, "The Myth of Laziness and the Phenomenon of Student Output Failure" was well attended by students and faculty.
2. Members of the Center for Teaching and Learning Faculty Leadership Group will visit the All Kinds of Minds Institute in North Carolina from March 31 to April 2, 2004. James Cunningham will meet with Chris Osmond, Director of Program Development and Curriculum, to discuss the Schools Attuned Secondary Education Curriculum which is currently being developed.

**Department of Secondary Education Meeting,
April 15, 2004--1:30 to 3 p.m.**

Center for Teaching and Learning Announcements

Members of the Center for Teaching and Learning Faculty Leadership Group visited the All Kinds of Minds Institute in North Carolina from March 30 to April 2, 2004. The purpose of the meetings was to build connections between AKOM, the CTL, and the Michael D. Eisner College of Education. During these meetings members of AKOM and CTL faculty interacted on many topics including: research, communications, the Student Success Center, and program development.

AKOM is very interested in finding ways that the CTL and College of Education can be involved in program development, especially Schools Attuned. James Cunningham met with Chris Osmond, Director of Program Development and Curriculum, to discuss the Schools Attuned Secondary Education Curriculum which is currently being developed. Chris will send the proposed new curriculum to Jim and other members of the CTL Leadership Group for review and feedback.

**Department of Secondary Education Meeting,
May 13, 2004--1:30 to 3 p.m.**

Center for Teaching and Learning Announcements

1. James Cunningham collaborated with Kathy Coleman and Robert Calderon, Schools Attuned Facilitators, of Summit View School to provide feedback to Chris Osmond of the All Kinds of Minds Institute on the new Schools Attuned Secondary Education Curriculum. This is part of an ongoing effort to update and modify the professional development curriculum used with secondary education teachers.
2. Under the direction of Michael Spagna and the Center for Teaching and Learning, ten (10) colleagues from San Jose State University will attend the Schools Attuned professional development program in Palo Alto, California, June, 2004. After the training they will be collaborating with the Center for Teaching and Learning Faculty Fellows and Associates on continuing preservice, inservice, assessment and research efforts.

APPENDIX D

Dr. Lajja's Analysis of Levine Developed Instruments—Possible Consideration for Use in Learning Achievement Center

After reading and reviewing the Peex-2, STRANDS, and PEERAMID for the purpose of possibly incorporating them as part of our curriculum and using them as part of a research project, I learned that:

1. While the three assessment tools appear to reflect neuropsychological assessment practices, the connection on how particular tasks were relevant to particular concepts was at times vague.
2. There were no references cited to indicate that these tasks, on which decisions are based for interventions, were based on research or on other people's work.
3. While some of the tests made reference to reliability and validity information, such data was not reported.
4. No norming data was provided.

I concluded that:

1. There needs to be references listed to base tasks and concepts used on these tests so that one can cross reference the information.
2. There needs to be research to justify inclusion of tasks and to validate whether in fact they derive the information one needs to make certain conclusions.
3. There needs to be research regarding validity and reliability to make these tools better assessment measures.
4. There needs to be some forming samples.
5. There needs to be more information in the relevance of culture and language on the overall results.

In terms of the possibility of us using such tools in training and research, I concluded that:

1. We can explore the possibilities of training students in using such tests in EPC 611: Educational Psychology seminar.
2. We can try to use such tests in conjunction with other tests to cross reference information.
3. We can use this information to begin gathering data, which will add to the validity, reliability, and norming information.
4. We can build research projects with our school psychology students to study issues mentioned above, as well as to gather norming data.

We need to better understand how these tools were designed and based on what information to make sure we are using such tools appropriately.

APPENDIX E

Dr. Gottfried's Review of Dr. Levine's work as it pertains to motivation

Appearing below is an overview of how motivation is currently presented in 3 of Dr. Levine's books.

Levine, M., (2002). *Educational Care*. Cambridge, MA: Educators Publishing Service.

My responses to some of the references are italicized.

Motivation is known to be a factor relating to reading and math learning.

Motivation is viewed as a response to adverse circumstances and school failure.

Parental motivational strategies are presented that are in response to children's low motivation. Motivation is also viewed as being provided through external incentives; models; reinforcement (pp. 262-265). There is some reference made to the stimulation of motivation, providing the foundation for moving ahead in this regard.

p. 189--Reading avoidance

p. 191--Parents should try to create an atmosphere at home that encourages reading, so that children from a very young age are attracted to written words.

Refers to modeling.

p. 260--Motivational loss; misunderstanding of motivation

Motivation is innate in humans. When a child appears unmotivated for school, then something has interfered with this inborn or inherent drive. A loss of motivation is probably the most common complication of academic frustration.

- A belief that success is somehow "out of their hands", that forces beyond their control are determining results in school. *This description is akin to learned helplessness.*
- Association with peers who are likewise unmotivated toward school.
- Chronic neglect of schoolwork and studying. Feel increasingly overwhelmed and hopeless in school. Lose capacity to work and fail to develop the habits and the momentum needed to accomplish school tasks efficiently and with consistency.
- Denial and self-denigration.
- Poor relations with teachers. "I can only work well is I like my teacher."
- Poor self-esteem; unmotivated students feel profoundly feel profoundly inadequate and sad about themselves. They are traumatized by being a disappointment to their families and themselves. This situation may become further complicated by extreme anxiety or actual depression.
- A life of conflict at home.

p. 262--discusses a "condition" called chronic success deprivation.

p. 266--managing motivational loss at school--approach is remedial. *I would suggest also taking a proactive view toward building positive motivation.*

p. 276--Behavioral and affective assessment--problem oriented--anxiety, clinical interview, and projective techniques.

p. 284--Induction of optimism--children should be helped to see that they can improve, that their weaknesses can be worked on, and that their strengths

can keep on getting stronger. *This would work well with attribution theories of motivation.*

p. 285--dealing with resistance and denial

p. 299--preservation of pride, protection from humiliation, and strengthening of strengths.

My recommendation is to build upon the foundation already proposed by infusing motivation the theory, assessment, and interventions with a stimulating and positive perspective. Consider academic intrinsic motivation as a theory to be included. Also, a more systematic inclusion of motivation with specific operationalization of constructs is in order.

Regarding research initiatives, my recommendation is to develop designs with multiple outcome measures including academic intrinsic motivation. Designs will most likely be no experimental or quasi-experimental. There are specialized designs and data analytic techniques that can be applied to such methodologies.

Levine, M., with Reed, M. (1999). *Developmental Variation and Learning Disorders.2nd Edition*, Cambridge, MA: Educators Publishing Service.

p. 173--Motivational Factors

A child's level of cooperation and interest in the testing procedure can affect the assessment of his or her speech patterns. If a child is not particularly interested in the examination, a language delay may be more apparent than real. *Good--recognizes motivation as a component of assessment.*

p. 243--RE: Gifted underachievers--Some of these children have very strong competing interests that make schoolwork pedestrian. Others, however, show a remarkable dearth of profound interests. They tend to dabble, almost always on a superficial level, in a wide range of fine fluid abilities. They require substantial activity or highly motivating, intense experience to remain sufficiently alert and satisfied. Often the classroom fails to fulfill these requirements. It is common to attribute their difficulties to boredom in a mundane school setting. However, many of their fellow gifted students who do not have attention deficits are able to cope with school and find intrinsic interest in a wide range of subjects, even within a regular classroom program. *Good--mention of intrinsic motivation.*

p. 245--Educational Under stimulation: boredom of gifted children, under stimulation, not enough high-level stimulation to inspire their fertile minds. Because this is sometimes at least partially true, gifted underachievers should have part of each day devoted to some highly stimulating and challenging educational experiences. However, this may not be effective, particularly for those who have attention deficits or signs of uneven development. *This is a great match for the orientation that I am suggesting. Also, please note that my new publication, *Toward the development of a conceptualization of gifted motivation*, *Gifted Child Quarterly*, can be integrated quite well with this thinking, and serve to expand the concepts to a broader range of children not necessarily intellectually gifted.*

Note: This is one place motivation can be readily incorporated.

p. 248--Assessment of higher order cognition

Divergent/Creative Thinking--Is this child willing and able to take risks with thinking, to come up with unusual thoughts or products? Or is she or he a very conservative thinker?

If the child does exhibit one or more forms of creativity, are these being adequately developed in school and at home?

Met cognition: Is the child able to think and talk about how she learns best?

Note: Add motivational assessment to these areas. Motivation can be one of the executive processes across all of the constructs.

p. 364--re: writing and spelling: assessment: Affect: Overall affect and facial expression during writing can be revealing. Does the child become notably apprehensive when asked to write? Does he or she comment negatively on the task? Is there any sign of enthusiasm or interest? Is there a change in affect with different types of writing tasks?

p. 422--Mathematics: Assessment methods: An indispensable part of assessment is the child's emotional response to learning mathematics. Some students are intensely anxious about this subject. Their anxiety in turn interferes with the acquisition and application of skills. Math phobia. Other students, however, despite difficulties, are highly resilient and exuberant about mathematical learning. Any evaluation certainly needs to characterize as closely as possible the affective response and levels of motivation for this subject.

Note: Perfect justification for motivational assessment in the subject areas. Introduce CAIMI.

p. 425--re: general recommendations

- To prevent phobic reactions or excessive anxiety, mathematics teachers need to be compassionate, non-accusatory, and supportive.
- Set specific goals for acquiring skills, with a deadline for each stage.
- Students with mathematics disabilities often have significant test-taking anxiety, which complicates their plight.
- Use highly motivating games wherever possible. Entertaining computer software.
- Instruction and practice of skills using materials relating to high-interest subject matter may make learning more meaningful and practice more tolerable. Sports, woodworking, planning trips, and cooking offer a wealth of possibilities.

p. 463--Various industrial, home economics and vocational courses can be a major source of success for certain youngsters. There may also be highly motivating incentives in some cases.

p. 464--Elective courses have the potential to provide an avenue for remediation skill deficiencies, build critical reading and writing skills, develop study strategies and expand problem solving abilities. Students' interest in sports, driving, fitness,

photography, or carpentry can be a catalyst to reengage those who have lost their motivation due to chronic academic failure...

p. 495--Extremely negative or notably positive experiences in school can either facilitate or constrain motivation and incentive.

p. 497--Loss of Motivation

It is not unusual for children who have experienced an overdose of frustrated achievement to give up. References to Dweck's conception of learning and performance goals.

p. 497--A student may be extremely motivated in English class but barely, if at all, motivated in mathematics. Some students display conspicuously high motivation on the playing fields but little, if any, in the classroom. Still others are highly motivated to please their friends and totally unmotivated to please their parents.

Note: Subject area specificity. CAIMI fits well this perspective.

p. 498--Licht & Dweck--mastery oriented vs. helpless children.

p. 499--Children with development dysfunctions are frequently told that they are doing poorly because of low motivation.

Children with low motivation and learned helplessness most likely need a non-accusatory, positive approach as they search for motivation. A 3-pronged attack may be most effective. First, the subject matter must somehow be made more attractive so that learning goals can become as important as performance goals. Second, students with low motivation must acquire a sense that they can indeed attain goals, that there is a possibility for success. Third, efforts must be made to simplify the means when the struggle is too time-consuming, too difficult, or too self-defeating. This requires recognizing a student's strengths and weaknesses and being willing to accommodate them through the use of interventions and bypass strategies. With continuing success and support, a student may quite possibly become more optimistic, more in control, and, of course, more motivated. A major goal for those working with children with developmental dysfunctions must therefore be the prevention of learned helplessness.

p. 500--low self-esteem

maladaptive face-saving strategies

p. 529--evaluating an assessment--*motivation not included but perhaps could be considered here.*

p. 532--Self-administered Student Profile--*motivation not included but perhaps could be considered here.*

p. 567-- fostering self-esteem and motivation. Management plans should enable students to feel that they are effective human beings. They should be able to sustain a sufficiently high level of aspiration in life, fortified by feelings of self-efficacy.

Further, they need to believe that personal effort will pay off, that their motivation is worth maintaining at a high level. *Good inclusion of positively oriented motivation.*

p. 575--...the effectiveness of such treatment may depend on many factors, including the child's motivation.

p. 576--It is critically important that parents and teachers encourage children to develop passionate interests, to focus consistently and over long periods of their lives on the areas of content with which their minds appear to resonate. Adults should help a child develop his interests into domains of expertise. *Very relevant to academic intrinsic motivation.*

Humiliation protection

Levine, M. (2003). *The Myth of Laziness*. NY: Simon & Schuster.

p. 55--Client's equestrian interests should be cultivated and celebrated in school and at home. He should develop expertise in this area of passion. Client's parents need to keep reassuring him that he is smart.

p. 157--Section on Motivation, Drive, and Ambition
Discussion of a college student with low ambition. Motivation discussed as being enhanced through praise and recognition of their accomplishments. Also discusses Riesman's concept of being "inner-directed"--self-recognition.
Level of optimism affects one's motivation to produce--one harbors an inner sense that one is likely to succeed at one's undertakings.

p. 160--Initiative--willingness to do more than what is expected of you.

p. 161--Flexibility and Adaptability--ability to adjust to new demands.

p. 162--Resiliency--ability to bounce back from setbacks.

p. 162-4--Control over social distractibility and output-stifling peer pressure--identification with the peer group can restrict one's goals.

p. 164--Parlaying strengths rather than weaknesses. The onus is on each of us to conduct our own internal treasure hunts, seeking out assets and making sure we are putting them to work along the career track we have selected. Mismatches may occur between one's passions and skills and abilities.

p. 165--Being in the mood to work--Anxiety about work is an impediment to work. Low self-esteem may accompany anxiety.

p. 165--Having education and career insights--links metacognition to determine expectations of job or school.

p. 190--Exploiting affinities--Affinities are areas of special interest to a student. Parents and teachers should always watch for emergent affinities, ready to support and celebrate any spontaneous sparkling of innate interest. Adults should go all out to foster the healthy growth of these interests, which over time can culminate in truly focused expertise. Students need chances to write about the areas that tantalize them, for they often begin to write well by writing about things they know and care about... Some children may seem unable to find their personal affinities. They may seem incapable of cultivating a sustained interest and may need a careful search for sparks that can be set off and fueled. Parents, teachers, and clinicians should do what they can to see that a student keeps up one or two consistent interests over time and acquires a solid base of supporting knowledge.

p. 199--Reinforce and praise output. By regularly reinforcing and praising a child's output, parents can help make work seem less like work. Every effort should be made to provide opportunities for kids to display and express abundant pride in the products they are working on, and to use their work as a way of affirming the admiration of their mothers and fathers. Parents should show off the commendable product line to other adults in front of the child...Work output can be used as a source of such praise and parental recognition.

p. 200--Reward productivity, not grades. Parents should reward output rather than scores on tests or marks on a report card.

p. 200--Provide work incentives.

Most comments focus on external incentives, praise, and recognition.

APPENDIX F

A selected bibliography of Dr. Gottfried's work on motivation

INTRINSIC MOTIVATION BIBLIOGRAPHY

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ORIGINAL SCALE DEVELOPMENT

Children's Academic Intrinsic Motivation Inventory (CAIMI). -- Published by Psychological Assessment Resources, 1986. For ordering information, please call 1-800-331-TEST or www.parinc.com. Described in the Test Manual available from the publisher, and also all CAIMI related articles referenced above. Measures academic intrinsic motivation across four subject areas (reading, math, social studies, science) and for school in general for children in grades 4 - 8.

Young Children's Academic Intrinsic Motivation Inventory. (Y-CAIMI). This is a downward extension of the CAIMI for younger children (1990). Available from the author. Described in A. E. Gottfried (1990) (see reference above). Measures academic intrinsic motivation in reading, math, and for school in general for children in grades 1 - 3.

Children's Academic Intrinsic Motivation Inventory--High School Version.

(CAIMI--HS). This is an upward extension of the CAIMI for high school students. Available from the author. Measures academic intrinsic motivation in four subject areas (English, math, history, science) and for school in general for high school students. Described in Gottfried, Fleming, Gottfried, 2001 (See reference above).

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APPENDIX G

Weiner and Murawski Manuscript submitted to Intervention in School and Clinic
(in press)

Schools Attuned: A model for collaborative intervention

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Abstract

General education faculty involved in inclusive education efforts often lack the common vocabulary and basic skills needed to comfortably collaborate with their special education colleagues. This frequently leads to a “mine” versus “yours” mentality regarding students with special needs. Schools Attuned, a professional development and service delivery program, is described here as a potential model for collaborative intervention. Using Schools Attuned to perpetuate a three-tier model for support and intervention allows educators to come together with a shared vision, common principles and language, and additional skills. This article describes Schools Attuned, identifies its potential role in creating a collaborative atmosphere for inclusive education, and reviews its limitations and benefits.

Introduction

In October of 1984, Stainback and Stainback published an article titled, "A Rationale for the Merger of Special and Regular Education." At the time, their proposal to merge special and general education sparked a fiery debate in academia. Because the field of special education was still emerging, the Stainbacks were not able to propose the specific details that would make such a merger possible (e.g., a shared language and vision, a guiding set of principles, detailed interventions). Based on today's educational climate of inclusive practices (due both to public sentiment, as well as to the Reauthorization of the Individuals with Disabilities Education Act (1997) and the No Child Left Behind Act (2001), their proposal is no longer viewed quite as radical. Despite numerous alternatives to segregated special education placement, using a variety of service delivery models, educators have not been successful in unifying general and special education as one efficient and effective system. Certainly, there are many innovative inclusive techniques and models that have been well developed, such as co-teaching and inclusion facilitation, especially for working with individuals with mild/moderate disabilities such as learning and behavioral disabilities. Regardless of our best efforts, however, the "mine" versus "yours" mentality is still prevalent in our educational system. As more students with disabilities are included in the least restrictive environment (LRE) and as high stakes testing continues to gain momentum, we propose two possible scenarios.

First, the divide between special and general education might become more divisive as general and special educators are mandated to unite so that remediation of academic and social challenges of students with disabilities in inclusive settings can be implemented. Second, general and special educators will unite willingly and a new collaborative system of serving students with disabilities will result. While certainly preferable, the latter is unlikely as it will require a major change in the cultures of schools. Without a common language, a shared vision, a set of guiding principles, and powerful intervention strategies, a unified system of education is, at best, difficult. With two separate educational systems, general educators will continue to feel marginalized as they attempt to include students with disabilities in their classrooms. Special educators will continue to feel excluded and frustrated as they try to provide the least restrictive environment for students with disabilities.

There is hope, however. Dr. Mel Levine has proposed a new philosophy of working with students with learning difficulties that provides opportunities for exactly what is needed in today's educational environment. This vision includes what was lacking previously, namely a common language, shared vision, guiding set of principles, and powerful intervention strategies. More importantly, his model, called Schools Attuned, provides educators with a delivery system that is highly feasible and provides both general and special educators with the tools needed to collaboratively serve students with learning difficulties. We contend that the Schools Attuned program is exactly the type of impetus needed to engage general and special educators in truly collaborative and inclusive forward action for working with all students. In addition, we propose that Schools Attuned provides a framework which can be used to implement a three-tiered model of intervention. This three-tiered model can enhance special and general education collaboration and has the potential to result in more effective methods of providing services for students with and without disabilities in general education classes.

Schools Attuned

Definition and Philosophy. Schools Attuned is a professional development program designed around the work of Dr. Mel Levine and implemented through the All Kinds of Minds Institute (www.allkindsofminds.org). As a pediatrician, Dr. Levine has focused his academic inquiry on observing how students learn and on significant discoveries in neuroscience. His neurodevelopmental approach is based on more than 25 years of research on brain-based learning (Rubin, 2002). These years of research with students led Dr. Levine to develop the philosophy that all students learn differently based on how their brains are "wired."

Embedded into the Schools Attuned service delivery program are nine principles that have resulted from his years of study. These principles include: 1) viewing the learner's neurodevelopmental diversity in a positive way; 2) valuing and stressing the developmental nature of the learner's profiles; 3) being specific in our understanding of the learner's strength and weaknesses; 4) avoiding labeling and emphasizing the phenomena that the learner exhibits; 5) collaboration among all the stakeholders in the learner's life, including the professional, the parents, and the learner; 6) strengthening the learner's strengths and affinities while remediating the learner's weaknesses; 7) making the learner aware of his/her learning challenges as well as his / her strengths and affinities; 8) instructing the learner about

how he/she learns while engaged in academic subjects; and 9) helping the learner see his/her potential for a productive and gratifying life (Levine, 2002). Most educators would certainly agree that these principles are foundational for both special and general educators. Certainly, schools today are facing increasing numbers of diverse students who exhibit an array of learning needs, not merely those individuals with identified disabilities. Engaging in dialogue around these principles is a first step to ensuring that all persons involved in collaboration and inclusion are sharing a common vision for their school in terms of the way students are viewed, treated, and taught.

Training. The All Kinds of Minds Institute has provided professional development training in the Schools Attuned model since 1987 (Rubin, 2002). To date, over 19,000 educators have been trained nationally; in fact, North Carolina and Oklahoma have both adopted Schools Attuned as state-wide initiatives. Currently, in order to be trained in the Schools Attuned model, in-service faculty (i.e., teachers who are already in the field) can volunteer to attend the week-long training. Training programs are commonly dictated by administrators and those in District offices- not so with Schools Attuned. Participants are asked to volunteer to attend the 35 hour training and to commit to being involved with ongoing support in this area. Once training is completed, ongoing consultation is provided via an assigned mentor who is able to come directly to schools to work with the trained teachers. Participants also have access to online support at www.schoolsattuned.org and are asked to complete a case study assignment (through an online practicum) in order to be certified. Reunion or refresher meetings are also scheduled throughout the year following the training.

During the training, participants (predominantly general and special education faculty, but increasingly this includes administrators, schools psychologists, and other school-based personnel) learn about the principles of Schools Attuned, and are then introduced to the eight neurodevelopmental constructs and their impact on student learning. Levine (2002) asserts that students should not be viewed as having disabilities in learning. Instead, by looking at the various neurodevelopmental constructs, he claims that all students are simply “wired differently” and thus, each individual child learns in a unique way. This philosophy is what led to Schools Attuned and is the underpinnings of Dr. Levine’s best-selling books entitled “A Mind at a Time” (2002) and “The Myth of Laziness” (2003).

Once participants are introduced to the neurodevelopmental constructs and the way in which they manifest themselves in individual learners, the facilitators teach participants how to use specially-

designed protocols to involve parents, teachers, and students in an assessment and diagnostic process. These protocols allow faculty to “attune” a student – basically, a process designed to ascertain how that student learns and what strengths and areas of need the student has – based on input from the student, a family member, and the teachers. While this is an elaborate and somewhat time-consuming process, facilitators emphasize that teachers are not encouraged to “attune” every one of their students, merely those for whom additional information is needed.

Following instruction on the “attuning” process, participants are then provided with extensive handbook resources (which they can take back to their schools) that provide numerous strategies for working with students with different learning needs. The resource notebook and the facilitators emphasize using students’ strengths to emphasize strengths, rather than to focus primarily on students’ areas of weakness. In addition, a primary focus of the training and the strategies provided are to reassure teachers that all children learn in different ways and that, powered by that knowledge, the training, and the additional strategies, faculty can work with all students to enhance their learning, rather than a overreliance on the method of referring and placing students in special education for remediation or retention. Another key aspect of the training is the notion of “demystification,” a process by which faculty work to help students understand their own learning process. By teaching students what their personal areas of strength and needs are, and what compensatory strategies they can use to help maximize their own learning, faculty are empowering students to be self-advocates. For many students, demystification removes the shame felt due to a lack of success in school. It also helps students understand that all minds are unique and that their affinities, strengths, and challenges are best suited to certain pathways in life. As Levine points out in the beginning of the book “A Mind at A Time” (2002),

Planet earth is inhabited by all kinds of people who have all kinds of minds.

The brain of each human is quite unique. Some minds are wired to create symphonies and sonnets, while others are fitted out to build bridges, highways, and computers; design airplanes and road systems; drive trucks and taxicabs; seek cures for breast cancer and hypertension. (p.13)

Implications for Collaboration. Participants who attend the training emerge with a shared vision, and common language based on the neurodevelopmental constructs, a set of nine guiding principles, and a

number of practical and useful strategies that can be used with all students. These strategies are valuable tools that can be easily and unobtrusively utilized in an inclusive class. Being able to discuss learners in terms of their strengths and neurodevelopmental constructs provides faculty with common vocabulary so that colleagues do not feel marginalized by their lack of knowledge regarding jargon or specific expertise. No longer would general education faculty feel compelled to refer a student for special education services due to a “visual-motor integration deficit” simply because the teacher did not know what that means. Being able to describe a student’s learning process empowers faculty to “demystify” that student so that the teacher can then work collaboratively with the student to identify tactics for helping the student to improve his or her own success in the classroom, without first resorting to stigmatizing pull-out services. General and special education faculty can also engage in collaborative dialogue regarding all students, both with and without disabilities, increasing the consultative aspects of the special educator’s role and allowing him/her to assist more students through this type of indirect collaborative support. General education faculty can be more open to this type of consultative interaction since they will be informed participants in the shared conversation, rather than recipients of the special education teacher’s advice and dictates.

Schools Attuned as a Collaborative Intervention Model

Levels of Intervention. We propose that Schools Attuned be viewed as a three-tier model with teachers responding at various levels of intervention based on individual students’ needs. This is similar to the levels of intervention in the school-wide discipline model originally proposed by Walker and colleagues (Sprague & Walker, 1996; Walker, et al., 1996) who have demonstrated efficacy in decreasing rates of office referrals and suspensions; most importantly, research clearly demonstrates that positive school climates result from school-wide efforts (Rosen & Jackman, 2000). The school-wide discipline model also provides for a shared vision, a common language, and a set of guiding principles that unite all stakeholders (i.e., general and special education teachers, school psychologists, counselors, administrative leadership, support staff, families).

Walker and colleagues describe a three-tier level of intervention for improving the general climate of the school as well as addressing students with more intense behavior challenges. The first tier of primary intervention provides school-wide expectations and general guidance to all students so a

positive school climate can be reached. The primary intervention is also a first line of defense against inappropriate behavior and is a proactive approach to encouraging appropriate behavior. According to a large body of research (e.g., give multiple citations), these primary guidelines and rules encourage a majority of students to adhere to the set behavioral criteria. A second tier of support is provided in the guise of additional, more stringent support for those individuals who were not able to follow the most basic rules. This secondary level of support is able to work for students who need more intensive intervention than the primary tier. For a small number of students who have more critical behavioral needs, a tertiary tier offers highly specialized and tailored interventions. This occasionally takes place in a special education classroom or other specially-designed environment.

Because Schools Attuned interventions can be aligned with levels of intervention (all students, a few students, and the individual student), we propose it be utilized in a similar fashion to Walker's levels of behavior intervention (Figure 1). If it is implemented in a systematic manner school-wide, general and special education faculty can adopt the shared principles, language, vision, and basic strategies in the first tier of intervention. By focusing on instruction that addresses how students learn (i.e., the neurodevelopmental constructs), general educators will be able to adjust their lessons so the unique minds of their students have the opportunity for greater academic success. For the students, this can result in an increase of self-esteem, prosocial behaviors, and learning. We hypothesize that this collaboration will address the needs of the majority of students, both with and without disabilities. If a majority of students were supported through this shared model, fewer students would need the additional time and resources required by the secondary and tertiary levels.

For those students who are still experiencing difficulties with learning tasks despite the primary level of intervention, the secondary tier of support would be implemented. This tier consists of the general education teacher meeting with a team of individuals (these might include a Schools Attuned specialist, a special education teacher, the student when appropriate, family members, and the school psychologist) to discuss the concerns of the teacher(s). This meeting would be a prime opportunity for general education teachers to work collaboratively and proactively with a colleague trained as a Schools Attuned specialist. The specialist can share additional information on the application of the neurodevelopmental constructs and interventions. For example, teachers and parents could complete the requisite interview protocols and then engage in developing a specialized plan that focuses on the

student's strengths and academic and/or behavioral challenges. Together, various team members could identify strategies that could be utilized in the general education classroom to bolster the student in needed areas. Special educators could provide additional assistance in the form of consultation, strategies, resources, materials, or presence through co-teaching, in-class support, or paraprofessional assistance. At this level, the student would not go through the whole attuning process. Educators might collaborate with parents to discuss the neurodevelopmental constructs and to identify some areas of strength and need without actually fully attuning the student. The main point is for the team to share its common vision, terminology, principles, and interventions. A team approach is highlighted and the student continues to be served in the general education setting.

For those students whose needs are not being met through the primary and secondary levels of support, the tertiary tier is necessary. This tier consists of a comprehensive Schools Attuned assessment, which can be conducted by one or more of the trained team members. The results would then be shared with the rest of the team. Based on the results of the attuning process, the team adjusts the current plan of intervention (developed at the secondary support meeting). Because "attuning" a student can be time-intensive, not every student with mild learning or behavioral concerns will make it to this tertiary tier. In addition, the collaboration of educators and stakeholders would be greatly beneficial in ensuring that students' needs are met once the attuning process has been completed. Once a student has been through the primary, secondary, and tertiary levels of the school-wide Schools Attuned process with little to no success, we recommend moving to a formal referral to the Student Study Team (or pre-referral team) so additional strategies can be suggested in yet another collaborative venue. That team could also determine if additional assessments are necessary to determine if special education services are warranted. If so, the student would participate in additional psychoeducational assessments and, if justified, would be referred for special education services. Because of the collaborative aspects of the secondary and tertiary levels of support, it can be assumed that special education faculty would be more aware of these students' specific needs and thus more able to work with them in specific areas. In these few cases, a continuum of services offered in a variety of placements, to include some smaller class settings, may be appropriate for a minor number of students. With the design of this collaborative model, however, it is presumed that this type of segregated setting would be limited and reserved for few in number. It is also important to note that this

particular intervention strategy is not in line with Levine's philosophy (that does not ascribe to labeling students or identifying disabilities).

However, we suggest that while the three tiers are preferable and optimal, there are a significant number of educators and family members who would argue that eliminating special education services altogether might undo much of the work that has been done since Public Law 94-142 (1975) to meet the specific needs of individuals with disabilities. This would be a radical step in the wrong direction. Thus, while we are advocating a more active collaboration and integration of the two systems (general and special education), we are not promoting an absolute elimination of the special education system in favor of a complete and total merger of the two systems.

Benefits of a Collaborative Intervention Model. Clearly, using a three-tier model based on the Schools Attuned training and principles enables faculty to engage in the type of collaborative discourse often missing in schools. While general and special educators are valued for their particular areas of expertise, having these individuals collaborate without providing a framework from which to begin is optimistic at best. The framework is a way by which faculty can then use their specific areas of expertise and experience to start the collaborative process. Schools Attuned in no way usurps the special educator/specialist's role; the level of information provided regarding neurodevelopmental constructs is preliminary and can only be enhanced by the additional knowledge and skills the special educator/specialist brings to the interaction. In fact, in the long run, specialists may find themselves acting in the role of facilitator, mentor, trainer, professional developer, or even taking university coursework on applied neuroscience to increase their levels of knowledge in the Schools Attuned model.

Designing a three-tier model of intervention will also encourage faculty to address academic and behavioral concerns as a puzzle – a challenge to decipher regarding how the student is learning – as opposed to merely a sign that the student needs to be removed from the general education classroom. With the No Child Left Behind Act (2001) and the Reauthorization of the Individuals with Disabilities Education Act (1997), the laws have made it clear that the general education classroom is considered the least restrictive environment for the majority of students and that standards-based education and high expectations are essential for all students, with and without identified disabilities. This three-tier model for collaborative intervention, using Schools Attuned as its base, enables faculty to

see how a school is making systemic change in its thinking about how students will be supported; in addition, it allows faculty to see how they are personally being supported in their professional development for meeting these students' needs.

Limitations. Currently, Schools Attuned is a model that lacks the weight of sufficient scientific and empirical data; an issue that is of concern to even the most open-minded of educators. However, three major studies of experimental and multiple subjects design are currently underway. These data will most probably raise more questions than answers as we believe that true human disposition and attitudes are very difficult to quantify. A paradigm shift in thinking and teacher attitude takes persistence, steady progress, and a culture or system change in schools.

As trained Schools Attuned participants and teacher educators, we are personally convinced that the true value in this model lies not in the interventions (which look very similar to techniques frequently taught in special education coursework), but in the message that we must value our students' strengths, encourage their affinities, and be tolerant of the diversity and differences of each student's mind. We are not calling for a radicalization of special and general education by advocating that Schools Attuned replace our current way of educating students. A reasonable individual could not argue against a unifying philosophy that gives educators the means to: 1) add valuable information to their already existing repertoire of tools, 2) increase their understanding of their students' learning, 3) enhance their appreciation of their students' unique talents, and 4) utilize interventions that strengthen both the students' strengths and challenges. We believe educators would agree that if this is truly the end result, we may not need voluminous amounts of data produced by experimental research designs to validate our beliefs prior to implementing the process.

The ultimate question is whether or not we have time to engage in debate and wait until the results are in before we act. Our schools currently act as collision courses for many students who don't seem to find their place in these high stakes testing environments and who suffer poor self-concept on a daily basis. Dr. Levine's philosophy and the Schools Attuned model encourage all stakeholders to participate in the process of supporting students with their academic, social, and emotional needs. Levine is not proposing expensive and highly prescriptive reading or math curricula, nor is he advocating the complete overhaul of schools. The three-tier approach using Levine's model as its base further enhances a school system's effort to deliver efficient and effective instruction for all students.

The merger of special and general education as proposed by Stainback and Stainback (1984) was once a radical notion that did not provide any real options or details. Those authors should be commended for writing an article that warned about the dangers of the growth of the special education as its own empire. Dr. Levine's model proposes that educators serve all students before they reach special education and he provides a real opportunity for general and special education to unite in a way that has never been possible before. Current educational environments are ripe for true collaboration and long lasting change based on a common language, a shared vision, a set of guiding principles, and best practice interventions. K-12 students and their teachers can be so much more successful with this collaborative philosophy, the clear levels of intervention, and the increased capacity of understanding and tolerance of students' minds. Our proposal does not promote eliminating special education, but rather enhancing general education for a majority of students and making placement in special education the last resort for a few. Using Schools Attuned to make this happen is just good common sense.

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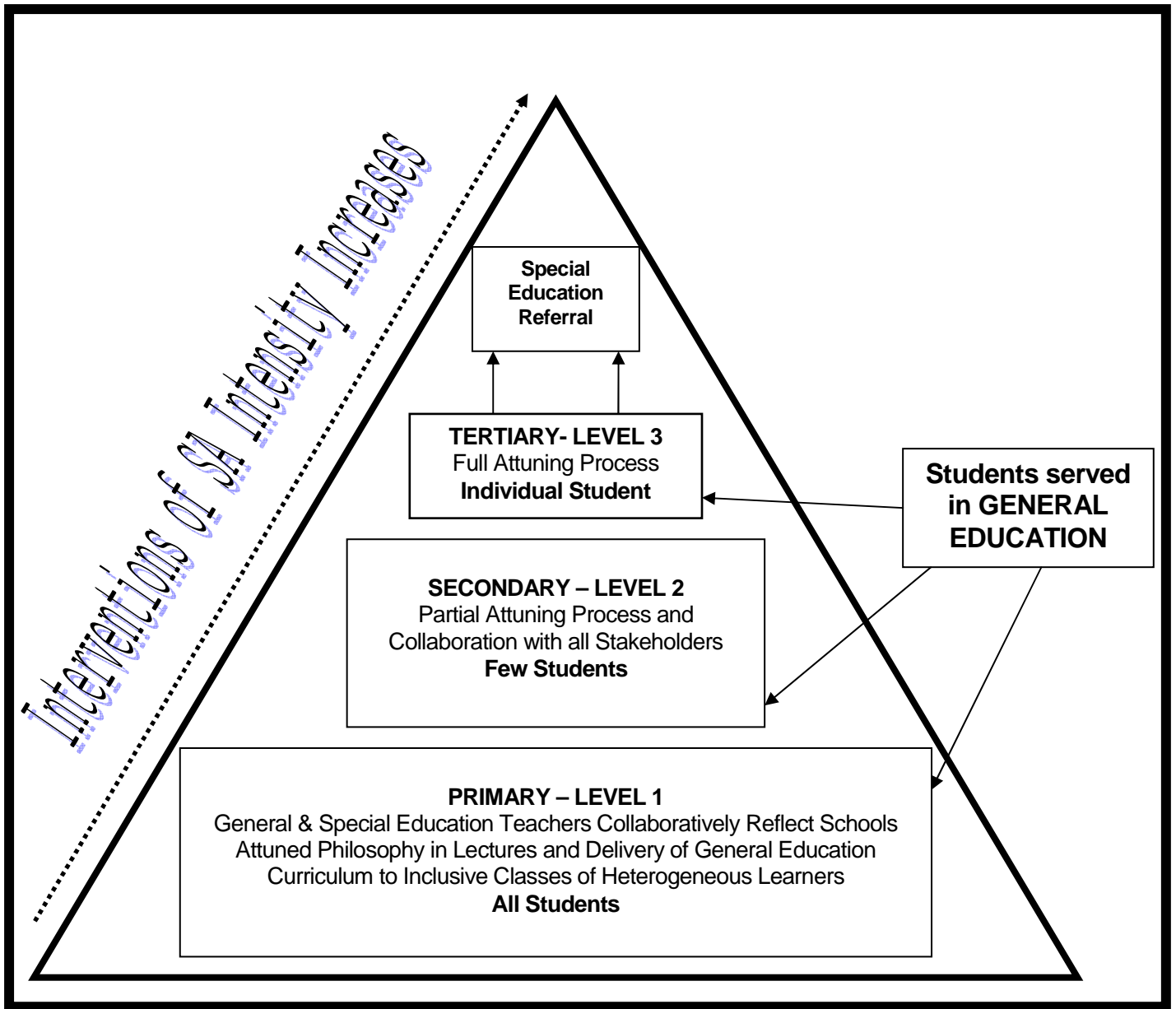


Figure 1. Proposed Schools Attuned Primary, Secondary, Tertiary Tiers
Adapted from Preventing Violent and Destructive Behavior in Schools: Primary,
Secondary, and Tertiary Systems of Intervention (Walker et al., 1996)

APPENDIX H

Psychological Assessment Tool developed by Dr. Barker

