

Amanda Recording

Thu, Mar 21, 2024 10:11AM • 52:30

SUMMARY KEYWORDS

students, school, behavior, ap, pe, classroom, teacher, brittany, population, day, clinicians, ebd, class, vermont, talk, team, kids, clinical director, paul, referral

00:07

Hello, everyone. Welcome to the next episode of What's New and adapted physical education. I am Amanda Young, Assistant Professor of peat and AP II at Long Beach State. And I am joined by one of our project Cape scholars, Paul Kim. Hi, Paul.

00:23

Dr. Yeah. How are you? Great.

00:25

Thank you. So Paul completed his undergraduate studies in physical education teacher education with an AP e added authorization here at Cal State Long Beach. He also received his teaching credential from CSU lb, and is currently in his fourth year teaching as an AP specialist for charter schools in the LA and Orange County area. This is his first semester as a project Cape scholar. So he's one of our masters scholars, and we are excited to have him join us. Paul, you want to say a quick little Hello, introduction?

01:00

Yeah, hi, everyone. My name is Paul. And like Dr. Young just introduced me. I'm an AP specialist, working for charter schools in LA. And I'm excited to be here and to have this conversation with Britney. And yeah, looking forward to it. Great,

01:17

thanks, Paul. So through the US Department of Ed OSEP. Grant, we at Cal State Long Beach are able to record these episodes with AP professional for our masters scholars and for everyone to listen to. We would like to recognize the impact these experts have on the field of AP and thank them for their continued support in training the next generation of AP specialist. So with that, I will introduce Brittany for new ei Brittany, thanks for being on here. Brittany is a PE teacher in her seventh peer at the Baird school through Howard center in Burlington, Vermont, which is an alternative school that provides special education, therapeutic intervention and treatment to students in grades K through eight. Brittany is originally from Alaska, and she did her undergraduate work in physical education at Northern Arizona University. He's also a fellow OSEP scholar who completed her master's in a PE from Texas Woman's University. And then Brittany moved to Vermont in 2017, and has been in the Green Mountain State ever since. Welcome, Brittany, we're so glad to have you. Thanks for having me. I'm

02:26

excited to be here. Great. So Brittany, can

02:29

you tell us a little bit more about your PE position? Yeah,

02:32

so I've been at the school, like you said, for seven years. I truly didn't know what to expect. When I first started. I just applied for jobs all over the country after grad school in Texas, TW and landed one in Burlington and I've been here since it is a small school, I have about 50 students to multi grade classroom classes, K through 2/3, fourth, three, four to six, and then 566778. So I have students from all over the state of Vermont.

03:09

Yeah, in a very specialized school. And we'll get into that in a little bit. When Brittany when I first asked Brittany to come on this podcast, my goal was for her to share her experience with specifically to behavior management for my students taking my behavior management class. I think her expertise and the student population is highly specialized. And we need to know more about that. So the majority of students on Britney's caseload are students with EBD. And so I think it's really important for us to kind of get into that population, because it's different than most AP case loads. And I think, something that we all should learn a little bit more about. And when we first started talking about this, Brittany mentioned that she wished she learned more about the EBD population in her graduate studies. And Paul is really interested in behavior management as well. So I think this is a great conversation for us to have and share with the rest of the AP world. So let's jump into the questions. Paul. Take it away.

04:09

Yeah, so I have a couple of lists of questions that I prepared today. But for those that might not be familiar, do you mind kind of explaining like the acronyms EBD and what kind of population that might entail? Yeah,

04:25

so EBD stands for emotional disturbance or behavior disorder. It is recognized one of the categories under ide a for special education, but isn't typically thought about, like Dr. Yan said in the AP world. You know, we think a lot of physical, cognitive, cognitive, intellectual disabilities, when it comes to e pe. And EBD is one of those where you know, it's not observable for the most part, and it's a hidden gem. So yeah, definitely

04:59

Okay, and what would you say are some common misconceptions about the population of students that you work with?

05:07

Oh, boy. Um, this is a tough question when I looked at it, because I've never worked in a public school, except was student teaching. We're really in the AP field, except with my work I did at TW in my graduate program. And so I was like, Man, how do I compare these students to typically developing or students who might be on a typical AP caseload? And I think I was overthinking. And they're just kids, like, a lot of times people look at them, or the students and like, try to quote unquote, fix them, or like control their behaviors. And that's almost like the complete opposite of what you want to do when it comes to students on the EB D. Diagnosis and being able to think they're just kids they want, they want to have fun, they want to learn, they want to be treated like Like humans, and not like their experiences. So, right,

06:02

I think that is really true in all of the students is that their kids after all, and they want to have fun, and engage with others through physical education. So I'm glad that that you said that, and that hopefully, those misconceptions will slowly kind of go away with further discussion and just knowing more about the population as well as because, oh, we might not get in contact with them as much. So thank you for that answer. And, and yeah, and in terms of supports for the students, what are some supports that you have, at your schools, at the micro level, or in the macro level, to help support them in their classrooms, and in the in the P classroom, specifically, um,

06:57

so in general, my schools actually very niche, it's very specialized, we are in a mental health organization. So we are actually a part of the public school system in the state of Vermont. Our students similar to AP world, they get referrals. And then we have clinicians who go and do observations or clinical director and such and see if our program is a good fit, or our school is a good fit for them. So that's first and foremost. But in the school in general, we have six classroom clinicians to certified behavior specialists, a clinical director, there's five special education teachers, and then six classroom teachers. And within each classroom, there is a behavior interventionist, which is similar to a peer educator, somebody who might be supporting somebody, or a student who has an IEP, but they're their main focus is to help with behaviors and be proactive in the classroom. So learning can happen, you know, they teach us in, in school that learning can happen if students aren't at baseline. And that's so true. And like, this is the population that especially like, needs that are like, the baseline is different every day. So flexibility is super important. But yeah, in PE I have one other one other adult with me, whether it's the classroom teacher, or the behavior interventionist for the classroom, I provide a meal break for either or the other person. And so it's, it's rather interesting, I have a big space. And my classes are very small, actually, I could have my smallest class right now is seven students, and my biggest class is nine. But I could have anywhere from zero kids or one kid to all nine, just based on the day and if they're in a behavior and crisis, so it's it's a little tricky planning and you planning content or like, objectives and standards and activities for these populations. And it's very unpredictable, which I find very enjoyable. This line of work. So yeah,

08:58

and you said it was a multi grade

09:01

classroom? Yep. I have 1k to two class and then like a three, four, class four or five class, then our middle school side of the hallway can be anywhere from 576778.

09:15

Okay, so you never know what you're gonna get, who's gonna come who's not who's going to be in different moods? And so that is quite interesting. And that. Yeah, that sounds fun. And just to kind of know, you talked a little bit about the process of referrals and, and assessment. And so how does the transition process give me Yeah, can you walk us through the transition process of, of a student possibly coming from a public school or wherever school that may be? And and if they determine that, that your school is more of a of a right fit for the student, how does that transition happen? And what are some steps that parents and the school takes?

10:09

Yeah, so I only know a little bit about this process. I'm not involved in the transition process, from public school to my school. But there is a referral from a public school, whether it is the special education team, classroom, teacher, parents, etc, whoever's on that students team will make the referral, we will have our clinical director and a clinician, usually, our admin member, go and observe the student in the general milieu, from their public sending school. And then they kind of either it's a I don't know, if it's an informal observation, or if there's a formal observation, or assessment that's done, but we talked with a team to figure out if this is the least restrictive environment for them where they can be successful. And from there, you know, students join our school or or don't sometimes, you know, they need a little bit more support than what we're able to provide them. So, yeah.

11:04

And so are the students that do get referred to your school? Are they like students with significant behavioral needs? Or?

11:12

Yes,

11:13

I look like? Um,

11:16

yes, and no, I think that is, depending on the person and experience, you know, what I might deem a significant behavior might be very different than somebody in the public school system. So our our students, you know, I can have students who are brand new and might be in a honeymoon phase, and you're like, Well, why is the student at my school and then honeymoon phase is over. And lo and behold, you see these, these behaviors like, oh, this makes sense, you know, behaviors look like physical aggression, verbal aggression, object aggression, towards peers, staff members, etc. So, and every student, you know, has a different trigger, or whatever it might escalate, admin, etc. So it's very important that you build that relationship and report the student from day one to understand them.

12:07

For sure.

12:10

Yeah, and then you mentioned how we have different phases of meeting a student and then having the honeymoon phase, and then then displaying some behaviors that might not be appropriate. And maybe they come around, and they work on and improve on those behaviors or decreasing unwanted behaviors. So do you have any success stories where you had those challenging behaviors, but you were able to, through whatever methods or through your teachings? How are you? Can you share some success stories that you had in the past?

12:49

Yeah, I was trying to think of like one specific scenario or story, but truly every day can be a success story at my school, it could be something as small as the day before, say, something triggered that student and their baseline was, you know, very high already. And their tolerance for stress was very low, something that might have triggered them. And then the next day they come in, the same situation happens, they're able to use their coping skills to regulate themselves, whether it's self regulation, co regulation, or just not have as big of a reaction or escalation to that to that trigger. Like that's just a win in itself, you know, building that consistency of structure and implementation of behavior plans, making sure everybody's on the same page is key at our school was clever.

13:43

And really, you mentioned the Behavior Intervention Plan for bips. So on average, how many of the students that do you have? Do have a VIP? Is it mostly all of them? Or does or do they have one coming in? Or do you need to develop one after school? And yeah, just want to know about? Yeah, the intervention plan for the students.

14:12

So I don't write any ICMP s or bips or anything being management plans, that is left up to the clinician, since we do have clinicians in house whether they're social workers, or mental health clinicians, they write most of those behavior plans. And I don't know the exact number, but I do know, a good majority of our students have them whether they are indefinite plans that are written and the whole team knows about or if it's just the classroom team who has some sort of, you know, incentive or reward system to be able to build momentum with the students. So whether it's a small scale or large scale, almost every single one of our students does have a behavior plan of some sort.

14:54

And you said that there are multiple bi A's and probably you'd like BC yeas that are in house. So how often? Do you get to collaborate with them? Is it on a daily? Or do you have monthly meetings to kind of check in with certain behaviors that they're targeting? Or? Yeah, tell us about? Because I think that your school is very unique in that sense that you have a lot of hands on collaboration, but also, all those professionals within the school. So yeah, let's know a little bit more about that.

15:35

Yeah, so we're really fortunate to be caught like a four and a half day school week, because our students come to school Monday through Friday, full time from 810 is when school starts to 230, dismissals, and then Friday, we have a half day every Friday. And after the students leave our classroom based teams or integrated interdisciplinary teams, we change the terminology, but basically the classroom team, whether it's a teacher, the BI, the intensive bi, the clinician, admin, whether it's a special education director, the education director, the clinical director, whoever it is, and we need, they meet once every two weeks on Fridays, and you get about an hour and a half. So the way we've structured these meetings this year is really new to us. It used to be the administrator would run the meeting, and they're really trying to focus on classroom teachers and the team that works with the students on a day to day basis being charged with that, like what's working in your classroom, what's not, what do you need support with? Where might you need more clinical support, or, you know, behavior support or ideas for a classroom contingency plan, you know, all sorts of things. So it happens once every two weeks. But clinicians I know, meet once a week, and they have clinical support group. And then I bounce around to every team. So I'm fortunate to know every student, that's what I love about my job. But that can also have its downside of being able to go to every meeting be where you need to be and discuss things that might be be like problems or areas to work on in class where there's a student behavior management, etc.

17:18

Okay, great points. Yeah, I think that's so important that we remember that we do have to be part of the team that then it's really challenging to be able to be part of every single team, because you are, are you I'm guessing you're the only PE teacher at this school. Yeah.

17:33

And I think back, you know, to AP, and like, how I was what I thought the type of teacher I was going to be in regards to be an itinerant or at a school district. And like, we're at one school or be a contracted worker, I could not imagine being on so many different teams and having so many responses. And like, truthfully, I don't do any paperwork. And like bonus

17:57

bonus.

18:00

But collaborating, you know, it's a, it's a blessing and a curse, being able to have so many people to collaborate with. But same time, it can be hard to collaborate with so many people, because we are such a tight knit small community of a school. That it can be tricky, sometimes,

18:16

for sure. I think that's also a nice thing, because you get the students from when they start throughout their schooling there. So I think that's what was at my school as well. I had them for, you know, first through sixth grade and up, and it was really nice to be able to grow with them and be able to see, like you said, those small successes every day. I think that's really important. Yeah.

18:38

Yeah, I really enjoy that. Obviously, the goal is for students to go back to public school or their general milieu or sending school, whether it is with, we have another program through Howard center to school services program called inclusion. So we send a lot of with the students back into the school, whether they are in their in house behavior program, or are in the general milieu that BNI will kind of bounce around within class to class and just help offer that support. They know that student they know their behavior plan, they're able to intervene or see signs of potential distress and whatnot and proactively engage in and help them out. But also like, give them that little bit of independence, like, Hey, I'm here if you need me, but if I see that you're having an off day, maybe like your lid is flipped already, like I'm gonna step in to help you be successful. So it's pretty, yeah.

19:33

And now really quick. So you mentioned a lot about proactive behavior management. I think that's really important for our students. Can you talk about what that looks like in your PE setting? Like what kind of proactive steps do you take to ensure success and safety for your students?

19:49

Yeah, I think a lot of it is a knowing my students and building those relationships. I've had a lot of the same students since I've been there from 2017 which is great, you know, off So bummer, because we want them to be able to build those skills and go back, but just seeing the growth from when they started to now is is, is awesome. But it's understanding the class too. And the dynamics, the social setting of where students are at, like, one day students can be best friends, and the next day, they could absolutely hate each other, you know, and, and are we, if I had to guess we're seeing it a lot in schools across the country, like social emotional, or, you know, that's a really high hitting topic point, whether it's in special education, you know, general milieu, whatever it is, and understanding and having the communication with the team in the morning, like, Hey, how's this going? This is my plan for the day and the teacher might we use texting a lot every day, like, that's how we communicate is we're on our phones. In WhatsApp, we have strands, and we're able to communicate with BI is classroom teachers, clinicians, admin, etc. that, hey, this is what I'm thinking today for teams, or this is what I'm thinking today for activity, whatever you I'm doing, and it's related to what do you think, you know, like I asked a lot of input, I do a lot of autonomy, and in what I want to do and choose to do, which is fantastic, but being able to lean on my co workers and colleagues to they're ultimately the most successful for my students is, is fantastic.

21:21

Yeah, that's awesome. Yeah.

21:25

I think I answered your question. I don't know. Maybe? Yeah, definitely.

21:31

I think yeah, communication is really important within the classroom teacher, as well is because as a PE, teachers, we only see them for a very short amount of time, like relative to some teachers where they are there all day. And we might not understand the kind of the macro level in terms of like you said, social dynamics with with inside the classroom. And it's not always the same, and it's constantly

changing. Or example, even even today, in one of my classrooms, it was a middle school student. And they were in a group of three. And the three that I thought that there were always going to be friends, there was some drama, and she actually asked to join another group. And it was interesting to see that you know, for, for a seventh grade girl, that it's always not, it's like plastic, it contains any moment. So that just came into my mind that we really do need to understand this and respect the students social and emotional state, in PE and in the classroom as well. Yeah,

22:49

and I think if there's one thing that I've learned the most working at this school is the comfort first control aspect of teaching or just behavior management, right? Like, I as a teacher want my classroom to be as safe as possible to, to have this learning environment people are successful, they feel safe, they feel welcomed, etc. But just because one student might be having a behavior and is, you know, off doing their own thing, whether it's throwing equipment, whatnot, like, I'm gonna focus on these five kids who are doing the right thing not to say, that student isn't important, but I'm gonna give that students some time and space to cool off, and then my relationship with them will allow me to go check it, hey, but like, what's going on? What do you need, and then I'd be like, I hate blah, blah, blah, I'm like, okay, like, did something happen, like being able to talk it out with them, and through them, rather than trying to control that student in the moment be like, Hey, you're not allowed to do that you're not supposed to be doing that, like allowing students to, to have their time and space, just like adults, you know, like, when we're not emotionally regulated, we struggle to communicate our needs. And these students especially have difficulty expressing or communicating their needs and what they what they want, whether it's previous experiences doing so or they never had the opportunity to, so allowing them that safe space to be able to do what they need to do in a safe manner, obviously, but also respecting, like, I'm gonna, I'm gonna comfort you, I'm gonna give you what you need right now. And then when it's time for us to, to meet and figure this out together, we can do that. So I think I love that.

24:25

Yeah. Oh, my gosh, I think that's so important that a lot of times adults want to correct and, you know, that's all well and good if it's appropriate at the time, but sometimes that's not necessarily appropriate for these kiddos like we got to give them the space. And then also give your attention to the kiddos that that want that attention and that that are deserving of that attention. And

24:48

there's so many layers to like, a lot of students that I work with, from my experience, do you want that attention and like well do maladaptive behaviors to get your attention? It's just like, you know, do anything just like to be like, Oh, well like, guarantee that I'm going to talk to these kids not to punish you. But when you're on track, then I'm going to be able to give give you my attention. Like, that's just a natural consequence of it, you know, I'm not taking something away from you. And it's not a punishment. It's just that's just the reality. It's a life skill, you know, transferable skill. So, yeah, awesome. Awesome.

25:22

Yeah. Brother, you mentioned the, the comfort of the students before they are able to learn and to work on their skills. And is there other other words or any other things that like, tips for success during the

class that that you would like to share for us? I know, you mentioned being proactive, like before, the lesson about like, communicating with the classroom teacher about anything that might be of importance, but during the lesson during the actual PE time AP time, yeah, what are some things? Yeah, tips or success or rules to live by that you found successful? Humor,

26:11

flexibility, connection, openness, and also, I think as adults, in school setting through my experience, and also being a student and a teacher, being able to admit that like, you made a mistake over something, you know, kids, kids these days, I feel like, regardless of their upbringing, and where they came from, are so afraid to make mistakes because of social settings, whether it's peers, or they want to, like, impress or look, look to their teachers, okay, am I doing this right? Like, get that validation and affirmation and reassurance? So, if I make a mistake in class, I'm like, Oh, I made a mistake, actually meant this. So sorry, does anybody have any questions, and they're able to see me be vulnerable in that moment. And know that, like, the only way we learn is if we make mistakes, so being able to understand that and show them like, Hey, I made a mistake, I should have done this instead. And like, finding humor in like little small things. And I think it all again, comes through the connections you have with your students, like, I wouldn't be able to find humor in things that a lot of people wouldn't, or I would not be able to find the humor and things that my school most people I think wouldn't be able to, but because I know my students and under, like, understand them to the best of my ability, like I am able to.

27:31

Yeah, I totally agree on all of them. And humor is, is one of them. And sometimes my students might not like it, but I try to make jokes. I feel like I'm funny. But

27:47

not being afraid to like embarrass yourself as a teacher either. Like, I comes down to, to, like I said, making mistakes or like failing, like being silly. Nothing, nothing bad's gonna come of it. You know, like, as soon as I make fun of you, but if they're laughing, it's like, okay, like, we're getting on track here. Like I see a smile instead of a scowl, I see a chuckle instead of, you know, vulgar phrases out of my way, like, you know, so

28:14

yeah, and I also kind of resonate with the last part about being vulnerable, and like making mistakes and kind of modeling that behavior or modeling that to as a coach to an inclusive basketball program. And we bring peers from that local high school and they come out volunteer, and we have a group of athletes with varying developmental disabilities. And when we're demonstrating some things, actually shoot my shot and shoot a free throw shooting layups, and sometimes I do miss, but instead of, but I try to model that even if you miss, you can go get the rebound and make it again, and knowing that we are also humans, and that we do make mistakes, and it is okay to fail and to make mistakes. And as teachers and promoters of physical education and physical activity, then that last part is really important to show that, that and also that kind of touches back on the social emotional learning as well, which is a huge thing, that we as adults also need to do a good job of demonstrating how to deal with with failures and not succeeding the first time and kind of showing that through your actions to because kids do

really remember a lot of things that we might not remember. And I still have like, some students like referring me to like there was one game called like Dungeons and Dragons, something along that line, and even like, yeah, coming back like years later, it's like, oh, you're the dragon. Like, like, I was like, so many like long time ago, but we do as teachers really do have a lasting impact on on that on them in that We do need to demonstrate sense of vulnerability so that they also understand that it is okay to make mistakes. Yeah, absolutely. Okay. And, yeah, this question kind of came stemmed from when we were at, in Hawaii for the PAC rim conference. And a lot of the things that that really resonated with us was like cultural responsive pedagogy, and how they were trying to keep the language and the culture of Hawaii within their curriculum and within PE. So is there any ways that you incorporate a cultural responsive pedagogy? And I know, you're up in Vermont? Maybe it snows. And it's something that we don't get? Is there anything that you incorporate that into your lessons that students might be exposed to in their environment and in their communities?

30:59

Yeah, I think, again, my school is so unique, and we're a niche in what we're able to offer. And I think at my school, being able to use universal language, whether it's academic language, or political language, behavioral language for our students, so they understand that I think I mentioned this question correctly, that that is kind of our approach to make sure everybody's on the same page and using universal language that the kids understand. And that when another adult says it, they're like, oh, yeah, I heard that word before. What are you talking about? In regards to like, Vermont language? Not necessarily, but the snow and stuff? Yeah, like, I get to take my kids outside, we go sledding, we do ice skating. I can dig more into that later, you did have a question about like, what is one thing that's unique to me about my school? Now, I can answer that later, if you want. But I think overall, our students or our school settings, students, teachers, clinicians, etc, being on the same page when it comes to language, and consistency with programming is, is how we were able to promote that. Culture, truly responsive. Pedagogy.

32:17

Can you give some examples of language I think like that teaching students to be self advocates and understand kind of what's going on in their brain is super important. I know, you mentioned a couple of your students might have learning disabilities. And the students that I taught at the elementary level had learning disabilities and just kind of having them understand their amygdala and the hippocampus and how their brain worked. And that it was different, I think, was really helpful for them to kind of have that self accountability. So what are some examples that you like that you can share with your students?

32:54

Yeah, so we use a term a lot for students, I get their lids flipped. So you know. So like, we go like this, it's like your lids flip, like you're not thinking right? Or you're not thinking in the way you would if you were at baseline, or if you were at regulated, you know, we use terminology called like a chill. So students know there's a designated spot that they go to if they want to leave the classroom or have been directed out of the classroom. We talk about sensory brakes, we talk about, well, I don't even know what else I use it every day, but not unlike what sensory brakes, regulation breaks. We advocate for students, so we try to teach them you can ask for a chill, chill does not have to be a negative thing. Like if a teacher, it's a teacher, chill or break, you know, then it's like me giving you multiple reminders.

And like, Hey, you might need some time out of the classroom, versus a student recognition, rising that self awareness like hey, I'm starting to feel a little like anxious, or I'm not sure if my lids gonna flip soon. So I need a break, I'd like to go on a chill. And so a lot of our students like I said, we have this reward system, where they get like packs dollars for self awareness. We use a lot of different systems too, which is so cool. We end trainings that we get to use universal language like I would not know this when it comes to social emotional learning, or I think trauma informed care if I didn't work at this school, something that I think is very important that all schools regardless of where you go, as an educator should should learn TCI LS CI you know, all of our we talk about how you need to go through to like an interview process. So like, after a student has a behavior, we isolate the conversation, we explore their point of view, we summarize it we talk about how he could have done things differently, act it out, and then we say what, like, you know, how do we how do we get you back in the classroom? What are the things you're going to show other students or if this happens again, or teachers, that you're back in the classroom, it's like oh, The next time I'm going to ask for a break, or I'm going to take a space in the Peace corner or I'm going to X, Y and Z. Oh, I love that. Yeah, it's it's awesome. TCI I think it's therapeutic crisis intervention and LCI or life space crisis intervention. So trauma, a lot of trauma informed care. Okay.

35:18

Just awesome. Yeah, I think more people need that kind of training and preparation, just for students in general, not just that even depopulation i

35:27

100%, and you're not even students, I think just in life like people. Right, great skill to have in your day.

35:36

So we're sure.

35:38

Next question, is there any short terms or long term schools that you have for your students? And then we're in the middle of it all, but kind of seeing the finish line towards summer? So is there any Yeah, short term goals or long term goals that you have set for your students or from school? as a whole?

36:01

Yeah, I think, like, I don't write it peoples at all, which is a little different than, you know, the traditional AP world. I just see students every day, I would say it's more specialized PE, I see students four days a week, 30 minutes, I differentiate, I can modify and adapt things as needed as they come, whether it's equipment, what we're doing that day, you know, gameplay excetera. But my goal as a teacher at beard school in this population, specifically is to just give students the skills and tools to be able to say no, when it comes to being physically active, versus a student not knowing how to do something, and that being the reason for now. So my goal is to expose them to different sports, different skills that might transfer to sports, lifelong activities, and whatnot, so that they have the opportunity to be active outside of school, if they choose, like, it's obviously I want them to, but then to have that power and to make a choice, which is a very important thing for this population to be able to have say or like, have a say in

what they do. And it be No, I don't want to do that not know, I don't know how to do that. It's kind of my Yeah.

37:26

And can we pretty much assume that your students do not have a motor delay. So that's not the kind of students that you're working with? Honestly,

37:34

if I had to, if I did an assessment on a student or an observation and went to an assessment, where there's the T GMD, or whatever it is, I bet you I might have a few students would be like, under the standard deviation. And I talked about it when I first got here, you know, my supervisor, what, what do you want to do? How can you grow? And I was like, is Does he exist in the state are talking about and then it's like, okay, and then I went to a professional development, because Vermont just started doing The FitnessGram actually, like, oh, and so I went and you know, I was like, Well, what about students who get AP services? Like, are we doing the Brock poor? And they're like, We talking about and I was like, foreign concept to people. It's insane. Yeah, but in the state of Vermont, if you are a licensed physical education teacher, you are deemed qualified to teach a PE. So therefore, necessarily have to have services or pullouts. And you can implement it within your, your classroom setting, which is unfortunate. Now, and it's typically, we a lot of PTS, and OTs that come in and observe, at least at my school. And a lot of times it's, you know, yes, some gross motor movement, but fine motor stuff, also, but they'll call them certain, because I think that's the best setting to do it and like, yes or no, you know, students trouble with their dexterity, you know, like, I'm gonna watch them right in class or type, etc, not like the way they throw a ball. They're very different. Right? Yeah. Okay.

39:24

And, yeah, we're kind of getting towards the end of the questions, but I know you we touched on a little bit earlier, but what is something that is unique to you, you and and your students at your school that look a little bit different from even within the state or even compared to other classes?

39:46

Yeah, so I talked about all the training that we get, which is fantastic, because we are a mental health institution, Howard center. It is, I believe, the biggest mental health organization in the state of Vermont. And so our School falls within that. So we are provided a lot of services, whether it's outpatient services for our students or families, additional support in the community, students get group every day, the type of training that we get to, like I said, TCI, Lspi, we just started a new one called ducru, which is fantastic. We have seen physical interventions, and our numbers decrease dramatically since we started grew, which is awesome. I can answer that more if you have questions, but just the training that we get of de escalation, trauma informed care, and whatnot, I think sets our school apart everybody, everybody wants to understand the student and provide the best care and nurturing environment so they can learn and flourish. But sometimes you will have the adequate training to do so. And you know, we're a little out of our realm. Sometimes I am, too, you know, that's what I look to clinicians, but having just the basic training that I do, I think allows me to be a much better teacher on a on a grander scale, even if I didn't work with this population specifically. Yeah. But I'm this really cool program called outdoor challenge or outdoor classroom on Fridays. Since we don't have PE, I take classes out on six

week rotations, and I take them into the community. And we do things like mountain biking, cycling, I've done about class, ice skating, skiing, and snowboarding, we actually work on adaptive for skiing, and snowboarding, they're awesome. What else do we do? Boy, rock climbing. A whole lot of things, we again, expose our students to activities and stuff that might not necessarily always be accessible to them outside of the school setting. But being able to get that little taste might drive them towards a positive fun thing to do outside of school, you know, now

42:02

is that used as like a reward, or it's just something that everyone gets to do it every

42:07

Friday, everybody gets to do it. I'm in charge of planning running it, which was great. So neat, though. Yeah, I think being able what we did us, what did we do a skateboarding and like a wheels unit sort of thing. So I know you like to take care of rollerblades out? Do I love to roleplay with my dog, we get to do very fun things. And we're very fortunate to be able to do so.

42:38

Which I think you probably have a lot of community partners that support that.

42:43

We do. Yep. And I'm very fortunate that we have grant money to be able to do that. A lot of these activities aren't cheap, or again, like as accessible for people in the community. And so being able to provide them this, this option is, is great in our school in general or Howard center as an organization does have a lot of connections in the community like Burton headquarters is here. And so many students who do a chill it's called the chill program where they learn skiing and snowboarding and or after schools like once or twice a week for a prolonged period of time. And so our clinicians work with community partners to set up things that students are interested in over summer or over winter. So basketball camps, Soccer Camps, etc. Gymnastics. I just finished a gymnastics school. My k two class.

43:33

Yeah, I love that.

43:35

It got me. Really fun.

43:37

sounds so cool.

43:38

Yeah. Something that I could teach. I'm not the best teacher, but we have trained professionals who are gymnasts to be able to do it's like, sixth grade to for one. Yeah. I love that.

43:50

Yeah, I love the community based programs that you have. And I'm, and I know that might be not accessible for everyone, but the fact that they do get a chance to be exposed to a sport or an activity that they, you know, maybe wouldn't even know that existed for them. So that was great that you are making them like lifelong learners of physical activity, so that they can stay active even when they are out of the school and when they graduated from your school program. But that is great. That's a love to Yeah, love to hear that.

44:32

Okay, so I've got a couple more behavior management questions because I know why not. So how would How would Okay, good. Okay, so for behavior management, how like, let's say, we've got some, someone that refers the student with EBD to a PE for a referral or for consultation or whatever. How would you read commend that a PE teachers provide support to GP teachers for this specific population?

45:07

Ooh, that's a great question. I don't even know if I have an answer for it. Because, again, I'm very fortunate to collaborate with so many people to be able to provide the support for the student. By my number one piece of advice would be to get to know the student and what do they like, you know, and understand them. And so I remember, I did some contracting, contracted AP work in Texas when I was there. I didn't know the student at all, I just like shown up the first day. He's a little timid. And I was like, What do you like? And he was like, What do you mean, what do I like, you know, I was like, what do you do? Do you like to watch TV? Do you like to play games? And he's like, Oh, I really like Thomas the Train. And I was like, that's great. And so I made Thomas the Train his target, you know, so like, being able to implement like, small, little personable things. So the student feels like they're cared about in somebody, like understands them, or wants to get to know them, at least. Yeah, I haven't thought about in that aspect, because I'm not sure how many referrals people get for EBD students, you know, and from a general milieu public population, or public schools, I guess. Right.

46:21

So it doesn't happen often. But we absolutely can provide EAP services to students with behavioral needs. And so I think that, the more we know about that, the more we can provide support, because I think this population really could benefit from a PE support and, you know, changing behaviors.

46:37

Yeah, that's a good point, I think being able to help with the behavior management aspect, not necessarily the the consultation aspect for physical gross motor skills, you know, right, as an AP, ie, like OSEP scholar, and somebody who's lived in the ebp. World, I think having classes on trauma informed care, especially would be a great addition to like Courseload. Again, I went in blind, and I've learned so much, and I'm very grateful for this experience, but also, like, I wonder what it would have been like, if I if I knew these things ahead of time, what I felt more prepared would I have felt like I knew what I was doing, probably not, because as a first year teacher, you know, you live in New York, or you get in such so right would be something I'd be be interested in. Because every student has a different story and not slapping a label on them. Just because the student has trauma doesn't mean that these two students

are going to show up the same or be the same, even if they have similar experiences. Because everybody's body, everybody's brain, the way we function is very different. Totally.

47:46

And I think what you mentioned that trauma informed care that is going to be beneficial for everyone, not just your students that have these significant behavioral needs. So I think that's really important that we have to remember this kind of universal design also relates to these kids.

48:01

Absolutely. And I think there is a little bit of forgetfulness with them just because, or the way that we look at accessibility is for, especially in special education for students who have these observable diagnostically, you know, assessments and stuff where students are diagnosed with XY and Z, and you can see it, whether it's a limb, physical deformity, intellectual disability or whatnot.

48:29

Right, right. And I think yeah, I think that's really important for practitioners to remember that, like, these kids are not choosing to be this way, this is something that they have to live with, and they've been diagnosed with. And so I think oftentimes these kiddos that have these hidden disabilities that we can't necessarily see, we've got to remind ourselves that, okay, we need to have patience, we need to understand what's happening. What are these triggers? How can we proactively work with these kiddos to keep their best interest in their safety in mind?

48:58

Yeah, I remember my behavior management class in grad school, Dr. Dillon, I think, and it was like, behaviors, communication. And like, as long as you remember that, whether it is a student who is autistic or a student of EBD, they're trying to communicate something to you, whether it's I don't understand, I don't feel safe. I don't get what's going on. Something is reminding me of something where I felt unsafe, etc. Like they are telling you something, you know why they're able to explain that to you or not. That's that's the communication is the behavior aspect. So

49:33

yeah, great point. I think I think that's the best way to kind of reel us all together is that our behaviors communication, so we definitely need to remember that when when dealing with these kiddos. So I think my biggest takeaway from this is connect with your students of course, connect, connect and build those relationships. I think that's, that's really important. Yeah. Paul, what are Your key takeaways?

50:03

Well, there was a lot of things that I really did not know. But things that I, you know, as part of my grad school, our capstone project, maybe I should have explained this in the beginning, I did make a website for behavior management to help support Gen Ed P teachers to support students with disabilities in the P. P. E classrooms, because I thought that, like you said, behavior is a way of communication and PE teachers who might not be too familiar with our population kind of don't understand that. So I created a website for that. But just during this whole our conversation as a whole thought that it is, whether it is developmental disabilities, physical or emotional disturbance or behaviors, that we behavior

management, all those tactics that we that we learn, and that we practice can be applied like being proactive, and having patience and clear communication with the interdisciplinary team. And that, that behavior management as a whole is like it is universal, and that good teaching can be applied to all our populations. And yeah, that was my big takeaway. And hopefully, that will be able to learn more for our next generation of teachers about this population, and that they will be exposed. More to it in the future. That's great.

51:56

I hope so too.

51:58

Awesome. Brittany, thank you so much for your time. We really appreciate you coming and sharing your story. And hopefully, like Paul said, everyone will take something away from this little episode and learn to be more patient more caring and learn how to support all of our students.

52:16

Yeah, thanks so much for having me.

52:19

All right. We'll see y'all later. Thank you.

52:29

Hello,