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MCKAY TODAY MAGAZINE

The Team
Effort Behind
“The Brain Shop”

DAVID O. MCKAY SCHOOL OF EDUCATION | BRIGHAM YOUNG UNIVERSITY

Message from the Dean



The greatest threats I recall from public school were influence and pressures from my peers related to drugs and immorality. Unfortunately, these threats have escalated in many of our schools today. But I don't recall feeling threatened by imminent disasters except a minor tinge during the obligatory fire drill. Today, times have changed. Both natural disasters and crime increasingly threaten our communities and our schools.

This edition of *McKay Today Magazine* presents timely messages concerning the current state of safety in our schools. As demonstrated in tragedies across this country and worldwide, children, youth, and adults are not completely safe in schools, regardless of location, society, or culture. One of the greatest protections we can provide is to be prepared.

Several articles in this issue present ideas to help school personnel prepare for the unexpected disasters they may experience. Several alumni also share their experiences with disaster. We hope readers will find motivation and suggestions for becoming better prepared.

Another article in this issue describes important research being conducted by a cross-disciplinary BYU team to better understand autism. A diverse research group of faculty and students are bringing their skills and expertise, ranging from statistical analysis to the use of MRIs to apply to needs of children and families affected by autism. They request support from readers who may be interested in joining their efforts. I applaud the team for their achievements and service in this important field of study.

Other articles address the McKay School's continuing Power of Teaching lectures series, the Springville High School Art Show winners, and the story of a tree in front of the McKay Building with special significance to some McKay School friends. We hope you find this and all of the *McKay Today Magazine* issues to be a helpful resource.

Mary Anne Prater



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Cynthia Glad

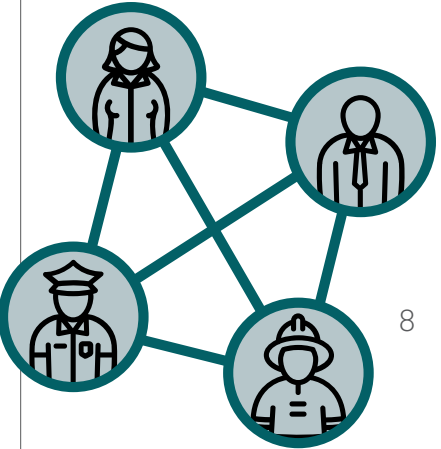
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Terisa Gabrielsen, center, and other BYU researchers have developed strategies to attempt what some call the impossible—gain the cooperation of a low-functioning child with autism to get in a big, loud MRI machine.

Sometimes it works, and sometimes it doesn't, as with Colby Garrard, left, even with his father providing an example on the MRI bed.

This is just one of the many challenges facing the BYU Autism Connect group in their work in a place one child dubbed "The Brain Shop."

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WORKING

ON

Autism's

ELUSIVE

ANSWERS

The McKay School's Autism Research Group

Weekly meetings of the BYU Autism Connect research group fill the McKay School's biggest conference room with activity. Amidst the laptops, fruit, breakfast breads, and hot chocolate, researchers pore over databases and scrutinize brain scans. Statistics are shown in various formats on a large monitor for all to examine. They coordinate current projects and then strategize about what research would be best to tackle next.

And they always worry about the kids. Sometimes a clinical situation is just so human that the room gets quiet, as when Mikle D. South, associate professor of psychology and neuroscience, plays a voice message of a distraught 10-year-old boy with autism spectrum disorder (ASD). "How will things ever get better? . . . There's just something wrong with me, Mom. I'm just broken," the boy says. That's when they all remember autism's harsh toll on individuals and families.

"We have one goal for autism research here at BYU: we want to make the lives of families better. Autism will eventually touch almost all families in some way," says Terisa Gabrielsen, PhD, assistant professor of school psychology, one of the McKay School's lead researchers on the team.

The Centers for Disease Control and Prevention (CDC) estimates that one in 68 children in the United States has some form of autism spectrum disorder, which is marked by "persistent impairment in reciprocal social communication and social interaction . . . and restricted, repetitive patterns of behavior, interests, or activities," according to the American Psychiatric Association (*DSM-5*). The rate of boys who have autism is almost five times that of girls who do. The team is investigating underdiagnosed females to bring more awareness to their unique issues. This group is determined to do what they can to minimize the impact of autistic symptoms on the lives of families.

So then it is back to the research discussion. Heads are nodding. They are all seeing the clustering of data highlighted in a statistical box plot. "This is an exploratory study, but we are seeing some very interesting patterns in the data," says Shannon Neeley Tass, the team's statistician. The group is studying aggression in individuals with ASD. They see signs of a possible correlation between brainstem size and aggressive tendencies.

BY CYNTHIA GLAD
PHOTOGRAPHY BY BRADLEY SLADE



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“If we can discover more about the brain and behaviors that can be disruptive to learning and family life, we hope to develop early interventions to keep these problems from escalating as children get older,” Gabrielsen continues.

This study is part of a larger aggression research agenda. The McKay School group has analyzed data from magnetic resonance images (MRI) in a database shared with the University of Utah. The two universities have conducted a large longitudinal study over the last 10 years. The team is also looking for treatment protocols for aggressive behavior and assessing the effectiveness of interventions through meta-analysis.

Many Disciplines, One Team

Started with McKay School seed money in 2013, the research team is now 15 members strong across several disciplines. Six are from the McKay School; others are from psychology, statistics, molecular biology, physiology and developmental biology, BYU’s Counseling Center, and the BYU MRI Research Facility. This cross-discipline approach allows the group to use their diverse skills to broaden the scope of possible research areas. Well-established scientific investigators, new faculty, and students work together and collaborate with others at universities throughout Utah—including the University of Utah and Utah Valley University—and internationally in Europe and Asia.

“This type of research group is something that our mentor, Erin Bigler, has been hoping would happen,” says Gabrielsen. “But it never came together until the McKay School granted the group initial funding to establish a web presence, create a shared database, and pay student research assistants. That funding is running out, so we have been working on several projects and have applied for multiple grants with our institutional partners. Our group is also seeking the attention of private donors, foundations, and families who need help.”

Urgent but Painstaking Work

Even with this sense of urgency, the work is often painstakingly slow—like getting a child with autism and not very much language skill into an MRI machine. Such a child might be afraid and uncooperative if an unfamiliar researcher simply asks him to get into a strange and cold MRI machine.

But the images could prove very valuable. Not much data exists on low-functioning individuals with autism because many children with autism need to be sedated to cooperate with such procedures, making a functional MRI impossible.

So the varied skills across the research team are put to work in “The Brain Shop.” First, the child is shown a team-created video modeling another child having an MRI. Then a psychology professor and graduate student calmly work to get the child comfortable wearing a practice helmet and lying very still on a table. Behavioral techniques are used to gradually teach the child about the movement of the MRI table into the machine and that it will be all right to be inside the machine. Finally, the reassuring hand of a parent reaches into the MRI bed to help the child through 45 mostly still minutes. The sessions aren’t always successful, but the resulting images will be studied and lessons learned will be shared.

“We are already moving in the direction of finding ways to look at brain function in children with autism and low-language levels, and technology is catching up to us to reduce the problems caused by movement in the MRI scanner. Because we are ready to go forward, we may be the first to report on the results,” says South.

Research That Is Making the Lives of Families Better

Gabrielsen’s research showing that the typical pediatric exam observation of 10 to 20 minutes doesn’t

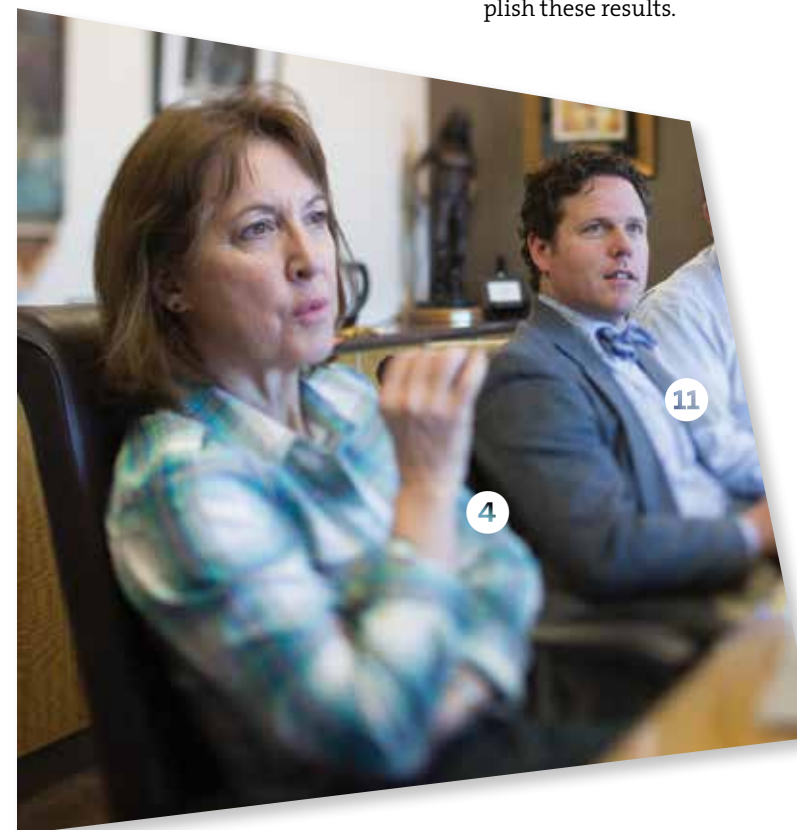
provide enough information for an autism diagnosis garnered a lot of attention in 2015 when a top journal included her work. She encourages parents to be assertive about their concerns.

Blake Hansen has done research in Kosovo, Bosnia, and Albania to help parents work effectively with their children who have autism and developmental disabilities. The Bosnian study also includes a strengths-based assessment to design more effective interventions.

Gabrielsen and Hansen are working on Early Start Denver Model certification, which will qualify them to work on early intervention research. They are particularly interested in work with fathers and in inclusive preschool settings.

South is leading a study of adults in London and Provo about how people with autism understand emotions. He has cohosted two special interest groups at the International Meeting for Autism Research in Baltimore, Maryland, this year.

Jon Cox and Shannon Neeley Tass, along with psychology graduate student Emily Anderberg, have just completed research showing that students with autism who visited the BYU Counseling Center over the last 20 years benefited from their treatment as much as their peers without autism, but that it took almost twice as many sessions to accomplish these results.



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Autism Researchers and Their Contributions

Pictured according to number throughout the article.

1 Erin Bigler

PhD, neurophysiology-neuro-psychology, College of Family, Home, and Social Sciences
Senior team mentor, BYU Brain

Imaging and Behavior Lab
director, integrate neuroimaging with neuropsychology in the developing, aging, or damaged brain

2 Laura Bridgewater

PhD, molecular biology, College of Life Sciences
Research with mice and autism

3 Jon Cox

PhD, clinical psychologist, BYU Counseling and Psychological Services
Assess benefits of students with autism receiving therapy

4 Tina Taylor Dyches

EdD, special education, associate dean, McKay School
Family and sibling research, interdisciplinary team coaching

5 Terisa Gabrielsen

PhD, school psychology, McKay School
Screening and early identification in toddlers, social skills in teenagers with autism

6 Blake Hansen

PhD, special education, McKay School
Behavior intervention planning and studies focused on behavior differences in children with genetic disorders, literacy intervention

7 Ryan Kellems

PhD, special education, McKay School
Video modeling, adolescent studies, transitioning to adulthood

8 Steven Luke*

PhD, educational psychology, College of Family, Home, and Social Sciences
Eye tracking research

9 Rebecca Lundwall

PhD, cognitive neuroscience, College of Family, Home, and Social Sciences
Autism spectrum disorder development

10 JoAnn Petrie

PhD, psychology and cognitive neuroscience, College of Family, Home, and Social Sciences
Brain Imaging and Behavior Lab, research with facial memory correlations

11 Christian Sabey

PhD, special education, McKay School
Behavior analysis support for behavior management

12 Mikle South

PhD, psychology, College of Family, Home, and Social Sciences
Overlap of autism and anxiety

13 Katie Steed

MS, special education, McKay School
Assists those with disabilities to access their religion, produced video through Anatomy Academy

14 Shannon Neeley Tass

PhD, statistics, College of Physical and Mathematical Sciences
Statistical analysis

15 Jonathan Wisco

PhD, anatomy and neurobiology, College of Life Sciences
MRI Research Facility representative, service-learning to children with autism through Anatomy Academy

GRADUATE STUDENTS

Emily Anderberg*
Jonathan Beck*
Kaitlyn Bodily*
Jeralyn Franson*
Max Maisel*

16 Nicholas Russell
17 Kevin Stephenson
18 Haley Thomas
Nick Top*

*NOT PICTURED

Twenty-nine students are directly involved in the research. Twenty undergraduate students work with meta-analysis of the data. Nine graduate students take part in joint research projects and help in workshops. Most of the graduate students are currently training in autism diagnosis as well. Several of the student researchers are participating in the MRI Research Facility project to gather pilot data for an upcoming grant application.

"Students have the opportunity to see how research is done as they are in the meetings where ideas are generated, logistics are worked through, stats are hashed out, and papers are planned and executed. They are introduced to community and cross-institutional research partners," says Gabrielsen.

For two years a student with autism contributed to research and advised the group, but he graduated recently. The group hopes to find more opportunities for the contributions of students with autism.

Some student thesis and dissertation projects would not have happened without the group's connections. Team members assist and provide perspective to the students through graduate committees. The quality of student work is being recognized. Graduate student Kaitlyn Bodily recently won the McKay School's Three-Minute Thesis competition for her work on a community-based social skills project.

Rebecca Lundwall recently received the Marjorie Pay Hinckley Research Award in Social Work and the Social Sciences, the college's largest cash research award. She is working on a project that could potentially identify early risk factors for autism by looking at perseveration—the tendency to do things over and over again.

Faculty and graduate students' work has been accepted at a growing number of national and international conferences on autism and within their respective disciplines, and team members regularly partner on research around the world.

The team has studies running in the north of England and in the Netherlands about how anxiety might be different for people with autism. A current study of how to measure anxiety in people with autism includes data from nine universities in five countries—Singapore, England, Australia, Wales, and the United States—including research partners at Marquette University and Stanford University.

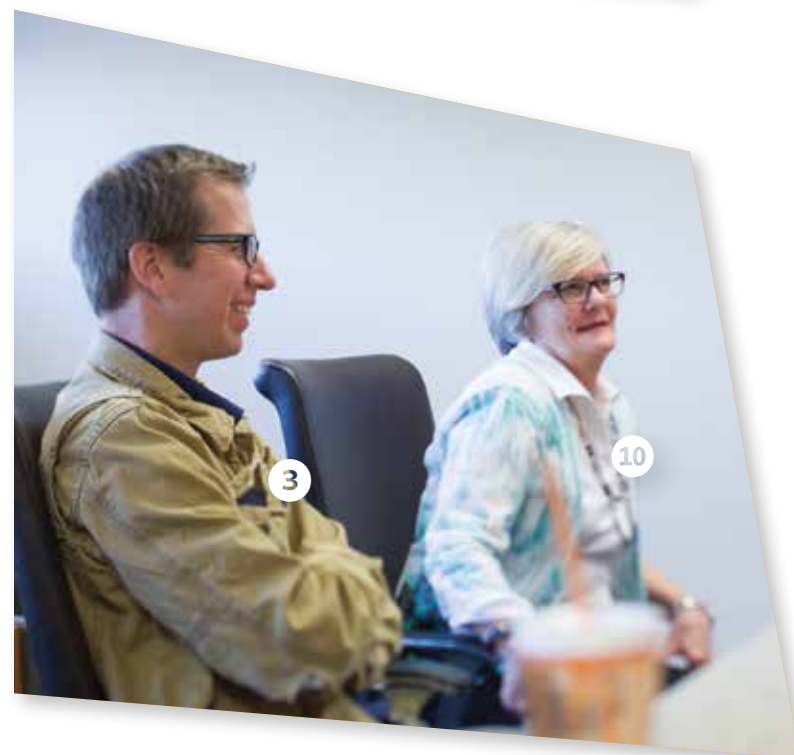
Four team members from the McKay School's special education and school psychology faculty are working on a series of papers generated by the aggression intervention meta-analysis project.

Sharing Knowledge

All of this research is rushed to practitioners and families through journal articles, conferences, workshops, outreach programs, and a website.

The third annual BYU Autism Translational Research Workshop was held in January. Presenters were drawn from the research group and partners at other institutions. Each year the attendance has grown, starting at 150 in 2014, 190 in 2015, and topping 300 this year. Workshop participants have traveled from Michigan, Hawaii, Idaho, and other places to attend. Around 50 others joined online this year from other states. Next year's workshop will likely expand to two days to accommodate requests from the community for training in treatment for autism spectrum disorders.

Road trips take team members and students to smaller communities around Utah. Faculty and students from partner institutions join the group to teach practitioners and families about the most up-to-date research on screen-



ing, early identification, and early interventions. Last year they taught in Ogden, Salt Lake City, Provo, Price, Moab, and St. George.

The website BYU Autism Connect, found at autism.byu.edu, serves many purposes. It provides a list of helpful resources for the professional community and for families who are concerned with autism. It is also a place for families to register to participate in research opportunities. Then researchers share data to streamline participation with those families.

Members of the team also consult with insurance companies to help determine necessary services for families affected by autism. Some also work with special needs policies for The Church of Jesus Christ of Latter-day Saints and various community organizations. Team members are responding to more and more requests for media interviews.

It is all a part of passing on the research to the community as quickly as possible. The team is adding to the discourse, finding connections, and putting the pieces together. With each scan and analysis, the team is slowly and methodically making the lives of families affected by autism better.

How Can You Help?

Everyone can help! The team needs people of all ages with and without autism spectrum disorders to register to be contacted for current and future research. The location doesn't always matter, so people from anywhere are welcome.

Registering helps researchers find people to participate in research projects to discover answers to questions about autism and how it affects families. Registering also helps families connect to research projects and news that may benefit their own family and others. Learn more at autism.byu.edu.





ARE YOU PREPARED?

“If ye are prepared ye shall not fear.”

DOCTRINE AND COVENANTS 38:30

by Shauna Valentine

MELISSA HEATH, MCKAY SCHOOL PROFESSOR and nationally certified school psychologist said, “School safety, a major concern for students, parents, and school staff, is also a key issue for state and federal legislators who develop educational guidelines and standards.”

Educators strategize to provide their students with a positive, interesting, and safe environment in which to learn. But many things can’t be controlled. Unexpected things happen, emergencies arise, disasters occur, and educators have to respond. With forethought and planning, fear, panic, and anxiety can be reduced and unexpected situations can be managed.

Heath commented that although many programs have been created and lend support, it is the local unit that is responsible for formulating or adapting a safety plan according to their needs and resources and carrying out that plan.

We have all been through a fire drill—a practice instituted in schools more than 160 years ago. Because schools have had a plan and have practiced it, lives have been saved. In the 1950s, with the threat of a nuclear attack, students practiced “duck and cover.” The Emergency Broadcast System was initiated in the United States to inform the nation of any serious national crisis. It has been replaced with the Emergency Alert System, which also includes notices of dangerous weather conditions. There are many emergency plans and support systems in place.

School preparation involves knowing the students, school, community, and area, as well as any potential situations that

may arise. Emergency preparation includes not only planning within the school but also planning in cooperation with parents, the community, and the state. Start the conversation.

+ BE INFORMED

Learn as much as you can and prepare.

- What possible situations can impact your school (such as natural disasters, terrorist attacks, or school violence)?
- How will you be notified of an emergency or disaster?
- What supplies are needed for different scenarios?
- What resources are available to create a useful plan?

+ HAVE A PLAN

Tailor the plan to meet your school’s needs and the needs of the students.

- What are the responsibilities of various members in the school community?
- What accommodations are there for students with special needs (e.g., a buddy system)?
- What resources are needed? What resources are available?
- How will you coordinate your school efforts with local police, fire, and other community responders?
- How will you communicate with parents during an emergency?

+ FOLLOW UP

Know how to recognize and respond to the trauma students may experience after a crisis.

Heath explained that disasters, crises, or traumatic events can vary in intensity and duration, and the impact they may have on a student is individual and dependent on how the student perceives it. Most students are quite resilient, whereas others are more vulnerable. Children’s mental and emotional needs should be considered after a traumatic event. Loss triggers grief, and children need to work through it, because grief accumulates.

Heath created a guide for those dealing with children in the school after a crisis or tragedy.

GUIDELINE	CONSIDERATION	WHAT TO DO?
Share accurate information	Stick to basic facts, avoiding traumatic details	In collaboration with crisis team, principal prepares a written statement for teachers to read with their students
Adapt information to student’s level of understanding	Younger children need concrete basic information Older students want more detail and understand multiple perspectives	Crisis team and principal prepare statement on level with student understanding: K–3, 4–6, 7–12
Empower teachers and staff to assist students	Teachers and staff need basic training: What to do and what to say	Crisis team provides brief (one- to two-page) handout for teachers and staff. School psychologist reviews basic skills during teacher in-service meetings
Provide opportunities to express feelings	Offer a variety of activities, permitting students the option of how and when they want to express their feelings Respect silence Students feel supported when assistance is optional, rather than mandatory, and available as needed	Crisis team prepares handouts with suggested activities Teachers offer students a variety of activities for expressing feelings: small group discussions, writing, drawing, making cards and posters, and reading stories
Avoid judgment and blame	Move students from the passive role of victim into the active role of survivor	Teachers direct student energy into positive productive outlets, supporting survivors
Provide ongoing support in the weeks following a tragedy	Students and schools are amazingly resilient, and the majority will adapt to change. A list of red flag behaviors assists teachers in determining when to seek additional support for students	Crisis team provides teachers with a list of red flag behaviors Teachers monitor students, alerting school psychologist of concerns As needed, crisis team provides handouts and support to parents, offers counseling groups, and, for extreme needs, individualized support School psychologist provides list of community resources for ongoing care

Online resources for
INFORMATION

- ready.gov
- fema.gov
- redcross.org
- dhs.gov



What follows are experiences, stories, and ideas of how some educators are keeping students safe while they are at school.

TORNADO!

A “tornado **watch**” means a tornado is possible: be prepared.
A “tornado **warning**” means a tornado is imminent: take cover.

BY SHANNON BINKLEY, TEACHER, LINCOLN PUBLIC SCHOOLS, LINCOLN, NEBRASKA
CLASS OF 1995

Rain, thunder, swirling clouds, and lightning shattered the otherwise peaceful school day. Ensnared safely inside the school, students continued their lessons. The meteorologist had passed along the “tornado watch” alert an hour ago. That didn’t faze the lifelong midwesterners.

However, when siren screams penetrated the air, the mood in the classrooms shifted. Inside and outside the building, the shrieks warned of the coming tornado. At teacher instruction, students upstairs began the descent to the main level while teachers closed down classrooms, shut off lights, and locked doors. Students from upstairs joined students in downstairs classrooms, sitting as far as possible from the windows with their faces to the wall. Hands and arms covered heads as teachers rushed to move tables over the students, providing what feeble layer of protection they could to their students.

Only after counting all students did the teachers themselves take cover, crouching on the floor alongside their students. A tornado touched the ground, and the next several minutes were crucial for survival. Students were too afraid to scream, and they knew they needed to remain quiet to be able to hear further adult instructions.

Tornadoes are among the deadliest forces on the earth today. Nature’s fury unleashed with little to no warning can decimate entire towns and move houses, cars, and trees miles in varied directions. With advanced preparation, vigilant officials and cooperative students and staff can calmly execute protocols set forth and reviewed frequently. The storm will come, and the school will be ready.

Modern-day advances in meteorological technology give us more warning today than in the past. Caused by fluctuating air pressures, tornadoes are unpredictable, making them an unmitigated risk of the midwestern United States. Flying debris thrown by gale-force winds and hail the size of golf balls cause massive damage. Those in Tornado Alley remain ever vigilant.

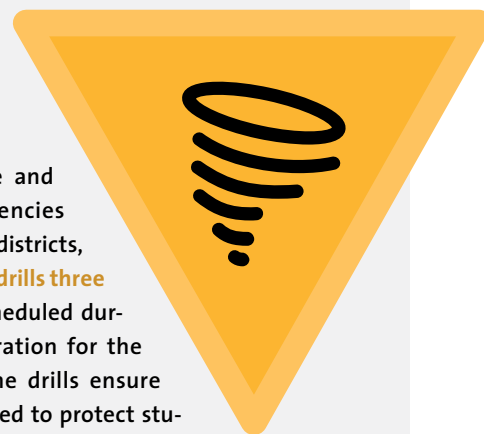
As required by state and local governmental agencies and regulated by school districts, schools perform tornado drills three times a year. Usually scheduled during the spring in preparation for the severe storm season, the drills ensure that protocols are followed to protect students and staff in the event of these deadly storms. Teachers learn to maintain calm composure as they practice safety precautions with their students.

Thanks to these drills and the weekly test of the emergency alarm system at 10:15 on Wednesday mornings, panic rarely sets in. Students and staff alike have learned to move quietly, safely, and efficiently to their areas of shelter. With dedicated precision, the plan is executed, and the students and staff remain safe. Following rehearsed procedures will bring the best possible outcome in the face of disaster.

Even more prevalent is the continued benefit of these drills. When students join the “real world,” they are prepared for tornadoes and understand the general protocols to stay safe in such emergencies. While the threat is real, those living in areas affected by tornadoes are calmer in their response. As a result of their tornado education, they learn to watch the weather patterns, and they process emergency procedures subconsciously.

Fifteen minutes after the alert, the sirens stopped. A voice came over the loudspeaker, saying, “Thank you, everyone, for moving quickly to your tornado shelter area. The warning has stopped. The tornado is no longer on the ground. Please return to your classrooms.”

Students stood up and began to visit with each other as they returned to their classrooms. Teachers counted students as they reentered rooms and then picked up where the lessons had left off. The school day continued.



WHITEOUT at Ridgeline

Be prepared and be flexible

INTERVIEW WITH KEN HIGGINS, PRINCIPAL, RIDGELINE ELEMENTARY SCHOOL,
HIGHLAND, UTAH

A fast-moving storm with two inches of snow was predicted. At 3:30 p.m. buses arrived at Ridgeline Elementary School in Highland, Utah, to take students home. By 3:45 p.m. the storm was a hard-hitting blizzard stalled over the school and the surrounding area. It stayed there for the next six hours. Principal Ken Higgins remembers February 13, 2008, like he remembers the Kennedy assassination or the day of the space shuttle *Challenger* disaster.

Higgins didn’t have the authority to recall the school buses; that was the district’s mandate. He was concerned about the safety of all the students, especially those who lived on South Mountain. Seven buses left the school but were recalled when the district transportation personnel learned of the severity of the storm. Two buses returned immediately, five buses much later, and one went missing for two and a half hours, stuck on the road and unable to communicate.

Higgins immediately called the district officials to ask them not to shut off the heat or lights in the building until further notice. Office phones, most cell phones, and bus radios were jammed. Parents wanted to know where their children were. The office was overwhelmed when some parents made it through the storm to pick up their children. To ensure that every child was accounted for, students were grouped into families with siblings going to the classroom of the youngest child. Parents could then sign their family out using a blue form, along with any additional children they were transporting. An identical white form was used for checking out from the office. The phone situation was solved by having children call home with the classroom phones. Teachers kept families updated through emails.

Two weeks before there had been strong winds and a whiteout as the morning kindergarteners were about to board the bus. It was decided that they should remain at school until conditions improved. The children were hungry, so the school provided a snack. At 3:30 p.m., with improved conditions, the kindergarteners went home with the rest of the students. As the same thing had happened again a week later, Higgins had made the decision to stock extra food

and water. Consequently, on February 13 there were 1,000 peanut butter and jelly sandwiches in the freezer and 1,000 bottles of water stored at Ridgeline.

On that whiteout night, strangers came to the school seeking shelter and were given refuge in the library. The Lehi and Draper police departments, Highland City, parents, and local grocery stores provided assistance and supplies. By 9:00 p.m. it was evident that everyone would stay through the night. The last bus finally pulled in at 9:30 p.m. Teachers were not asked to stay, but all except one did. Higgins said, “The attitude of the teachers was great. They kept the parents informed. They made the kids feel like they were having a sleepover party.” That night Ridgeline Elementary accommodated 161 students and adults.

After the ten o’clock news reported that the storm had passed and students would be staying the night at the school, the phones started ringing again, with students asking if they could return to the school and spend the night. It was not a good idea.

Some slept that night. After a good breakfast in the morning, students were picked up by their parents. School was cancelled that day.

Soon after, a survey was sent to parents asking for their comments and suggestions regarding the event. The suggestions gathered from the survey prompted some changes:

- An emergency book was created with essential information, including contact lists of students, district, city, and community personnel.
- Students were required to ride their assigned buses.
- There is a stockpile of water and frozen food at the school. However, because of peanut allergies, items stocked are things such as cheese sandwiches, cheese nachos, and cereal.
- The principal now has authority over buses, along with the district.
- Higgins keeps a phone charger in his office.
- Hanging on the back of Higgins’ office door are jackets and winter coats, a bag with hats, goggles, and waterproof gloves—and, on the floor, winter boots.



What If There Is a SHOOTING?

Advice for a school setting

BY SCOTT ELLIS FERRIN, JD, EDD
MCKAY SCHOOL OF EDUCATION

What do you do when the worst happens? Shots are fired in your school building, and they are continuing. Unfortunately, this is a possible, although not likely, scenario. I have visited schools that have experienced school shootings, and I have presented on this issue in several academic and professional settings. Below are some of my very basic suggestions.

PREPARE

Things to do now:

1. If the door to your classroom or office has a window, consider attaching an opaque **drapery or curtain** above the window with Velcro or hooks so it can be dropped over the window in an instant, blocking the view of a shooter.
2. If your classroom door is metal, it can be kept locked but **blocked open by a magnet**. This allows for easy access, but the magnet can be removed so the door is locked instantly without your needing to go into the hall to lock the door.
3. Decide how you will react once you have determined that the noise you are hearing is shots being fired; then decide how you will exit your area with your students/colleagues, considering the direction of shots. Mentally running through and then **practicing this scenario** will increase the likelihood of swift and useful action.
4. Decide how you wish to **defend yourself** and others if the time comes that you are in a classroom and it appears an active shooter is going to enter your room. You have choices—what is available in your classroom that can be used for self-defense?
5. Set some **speed-dial** numbers on your cell phone aside from 911 that will be useful in an active-shooter situation.

ACTION

In an active-shooter situation, after you become aware of shots being fired:

1. Your first option is to determine if you and your students can **safely exit** the building or classroom. Most experts agree that flight, or exiting the building, is the best option if it can be done stealthily and safely. When safely away,

notify officials that you and your students are at a secondary safe location.

2. If you **find other people** as you are exiting, encourage them to accompany you. In active-shooter situations, individuals often are not aware that shots have been fired.
3. According to most experts, if you cannot exit safely, the **second option is to hide**. In a classroom, this means lowering the curtain that covers your door's window, removing the magnet that holds the locked door open so it is locked quickly and quietly, and turning out the lights. Next, get everyone away from any line of sight of the active shooter and silence all cell phones. In some events this has included putting students into closets or storage spaces within the classroom. All must be calm, and students may need assistance to understand the need for silence so the room appears unoccupied.
4. The third option is to fight—or **prepare to neutralize** the shooter. Most experts say it is most likely that the shooter will methodically enter rooms and attempt to shoot as many individuals as possible. Those who feel they are able should be quietly organized to rush the door with desks, heavy objects, and other items in a decisive impulse en masse. Some teachers keep fire extinguishers, pepper spray, baseball bats, or other items available in their classrooms or on their persons that could be useful in such a situation. If time permits, someone could try to quietly contact 911 to give and receive updates; however, stealth and quiet are lifesavers in this type of situation before a shooter enters a room.
5. Decide in advance what your own personal stance is regarding a **concealed weapon** and prepare to follow that personal stance. In many states, concealed weapon permit-holders can have a gun concealed and safely retained on their person within schools. Some of the challenges of bringing your own gun into an active-shooter situation



have to do with your own stress response, the perceptual tunneling of your vision when presented with a perceived life-threatening shooter, and the potential for multiple bullets from your firearm to strike other individuals.

6. When **law enforcement teams** enter your classroom or area early in an active-shooter situation, do not go up to them and expect assistance. That team's first responsibility is to find and neutralize the shooter. They will not provide first aid or other help until the shooter is located. This is another good reason to ensure that any concealed

firearm stays concealed at this point so entering response teams do not mistakenly perceive you as the shooter.

These are just a few basic ways to prepare and act during an active-shooter situation. The aftermath of such an incident brings many other needs, including mental health counseling and emotional support. It is very likely that no one reading these suggestions will ever deal with such a situation, but preparation and routinized responses may help you and the students you cherish to survive.

School and Community COOPERATION

Get acquainted with those on your team

BY CORT MONROE, ASSISTANT SUPERINTENDENT OF STUDENT LEARNING
QUEEN CREEK UNIFIED SCHOOL DISTRICT, QUEEN CREEK, ARIZONA
CLASS OF 1999

The **Queen Creek Unified School District** in Queen Creek, Arizona, prepares for crisis situations in a proactive and collaborative manner. The 6,000-student suburban unified school district has a thorough and current crisis management plan that includes different roles for the crisis management team.

Bomb threats, excessive heat, active shooters, airplane crashes, and many other contingencies are both planned for and used in preparedness drills to keep students and staff safe.

The district follows the National Incident Management System (NIMS), which is a government program that provides information for individuals and organizations on **how to be proactive in preparing** for and handling various incidents. Within the program is the Incident Command System (ICS), which outlines an approach for coordinating the efforts of responders.

The Safety, Crisis, and Emergency Committee is a joint committee that the district sponsors and that involves officials from the town of Queen Creek along with **police officers, firefighters, and school district officials**. This collaborative committee meets monthly to discuss dif-



ferent aspects of crisis management, including prevention measures, intervention, appropriate reaction, and mitigation. They also discuss following through on the aftermath of a crisis.

This process of **consistent communication and collaboration is pivotal** in assisting the school district to work appropriately with our community partners in times of crisis.

CHANGES

in the

BYU

EDUCATOR PREPARATION PROGRAM

Organization

In the fall of 2015 the Educator Preparation Program (EPP) at BYU, consisting of all programs that prepare educators across campus, began a significant reorganization. Prior to that time the McKay School had assumed a significant role in gathering and reporting the accreditation and compliance requirements for the EPP. New positions of director and associate director were established to oversee and assist each of the seven colleges that collectively manage 27 majors, 23 minors, and three graduate programs in educator preparation. The new team will ensure that the McKay School and all other teacher preparation programs comply with state and national accreditation standards.

"This is a significant commitment from the university to dedicate two full-time positions and other significant resources to the EPP," said Brent Webb, BYU academic vice president.

Aaron Popham, a McKay School veteran with expertise in accreditation and assessment and a doctorate degree in instructional psychology and technology, was selected as the first director effective August 2015. Terri Summers began as the associate director in January 2016.

"The creation of the EPP gives visibility to the work of the colleges and departments in their preparation of educator candidates and their efforts to comply with various professional standards and regulations," Popham said.

Many things will stay the same, with the McKay School remaining very involved. "The McKay School of Education has traditionally produced about half of all educators at BYU. The new EPP structure does not change the McKay School's significant contributions to all teacher preparation programs on campus. We will continue to work closely with our colleagues in the arts and sciences colleges to ensure BYU prepares excellent educators for our K-12 public schools," said McKay School dean Mary Anne Prater.



AARON POPHAM has made a career in the McKay School with expertise in technology, federal grants, accreditation, and assessment. He has a doctorate degree in instructional psychology and technology.

AARON POPHAM, DIRECTOR

Aaron Popham is uniquely qualified to be the first director of the EPP. His education and experience in the McKay School aligned almost perfectly with what the position required.

While earning his bachelor's degree in exercise science, Popham became the research assistant for a professor in the Department of Teacher Education and found himself drawn to the field of education.

After graduating, Popham worked for a year in the McKay School dean's office as an administrative assistant. He then became a technology specialist on two federally funded grants, spending three years helping faculty become comfortable using technology.

Because of his experience working with externally funded grants, Popham became the grants and research coordinator for the McKay School. He worked with the faculty and the BYU-Public School Partnership to prepare and submit state and federal grant proposals, then monitored compliance.

BRADLEY SLADE



TERRI SUMMERS earned her bachelor's degree while having her four children. After 25 years as a classroom teacher, she earned two master's degrees and served as a principal before working for the district office.

As part of grant preparation, Popham learned about protection for human subjects used in research. He received national and international certification as an Institutional Review Board specialist. This gave him the opportunity to manage a college-based IRB in the McKay School, which was unique on campus at the time.

Because of his background in compliance, Popham also became involved with the process of accreditation. At this time he was asked to manage students maintaining a computer program called LiveText, which was the data and information system that allowed education administrators and stu-

dents to track progress through educator preparation programs. This was also the tool used to collect the assessment data needed for accreditation. This assignment evolved, and Popham became the McKay School accreditation and assessment director.

Alongside his career, Popham has continued his education. In December of 2014 he earned a master's degree in instructional psychology and technology. In August of 2015 he graduated with a doctorate in the same field. These degrees, combined with his accreditation and assessment experience, made him the most qualified applicant and the natural choice for the director's position.

Popham has been a member of the Utah Teacher Education Accreditation and Assessment Council for six years. He is involved in the American Association of Colleges for Teacher Education and participates in several research projects. He is a lead site visitor for the Council for the Accreditation of Educator Preparation, which is the accrediting body for the entire EPP. He has visited colleges all over the nation as part of this responsibility.

Popham is originally from South Carolina. He and his wife, Robyn, have five children. He enjoys football, hiking, backpacking, camping, and being with his family.

TERRI SUMMERS, ASSOCIATE DIRECTOR

Terri Summers, newly appointed associate director of the EPP, worked on her education part-time after serving a mission and getting married. She had four children while in school and graduated from BYU in 1990 with a bachelor's degree in elementary education and early childhood education. She also received an English-as-a-second-language endorsement from BYU.

Summers worked for the Jordan School District for 25 years. During her time as a classroom teacher, she taught kindergarten through sixth grade.

In 2001 she finished a master's degree in teaching and learning from the University of Utah. In 2004 she earned another master's degree, this time in educational leadership from BYU. She also earned National Board Certification in 2005.

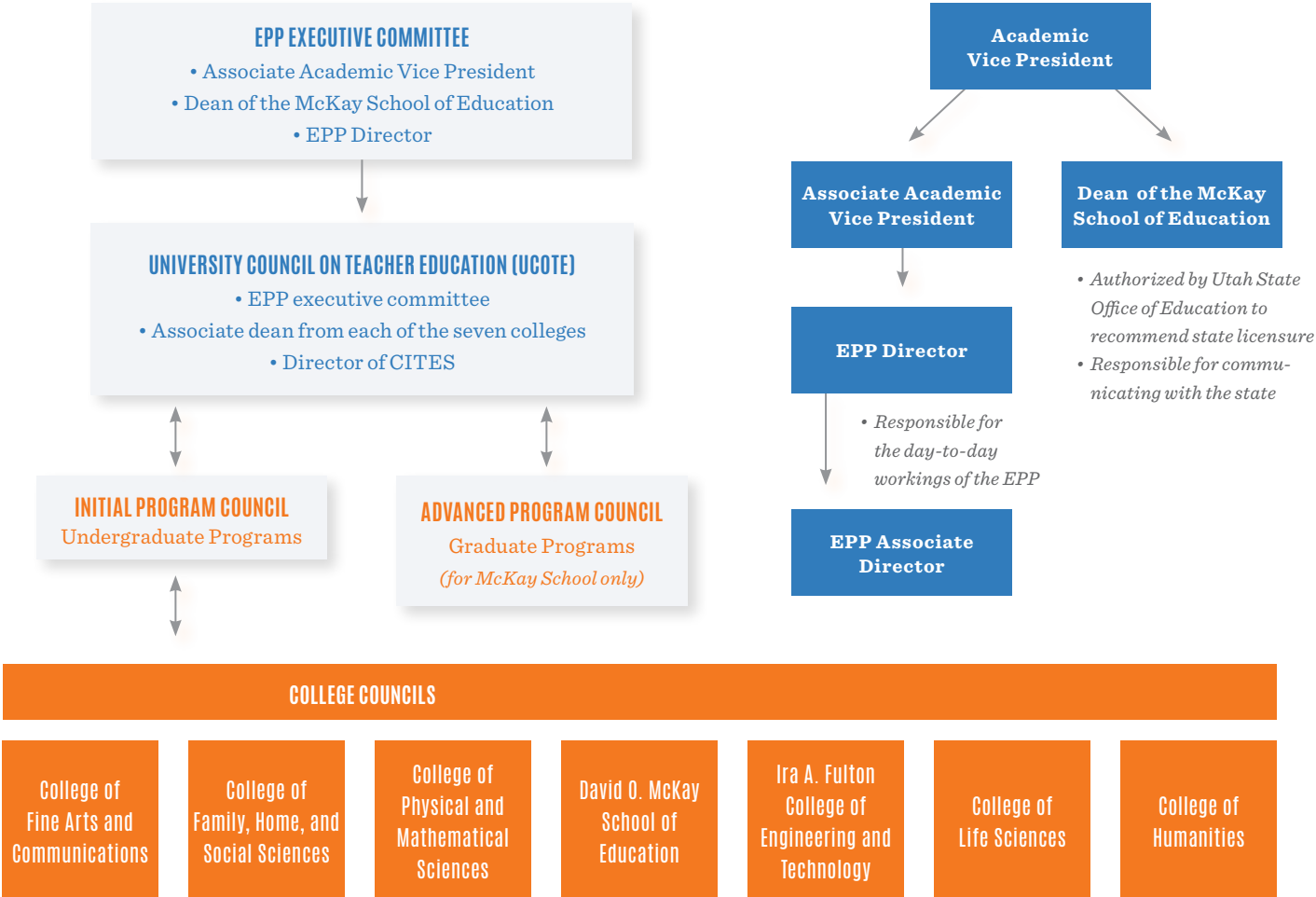
After earning her administrative degrees, Summers was hired as the assistant principal of Southland Elementary in Riverton, Utah, and almost immediately became the principal. After serving for seven years there, she opened the new Fox Hollow Elementary School in West Jordan, Utah, and spent a year there as its principal.

Summers was then hired in the district office's curriculum department, where she served as the staff assistant to the director for three years. In that position she helped develop the evaluation system and student learning objectives for both elementary and secondary schools in the district while continuing to work with secondary teachers and the

district mentoring program. One responsibility was ensuring that the new teachers coming into the Jordan School District had the support they needed to be successful during their three years of provisional licensure.

As she had been with the Jordan School District for a long time and in many different roles, she began looking to broaden her horizons and applied for her current position. Her experiences with state law and the operations of the state office of education, as well as her connections with many national education professionals, made her well suited for the associate director post. Her skills and experience working with student learning objectives, compliance issues, and evaluation are ideal for the job.

The BYU EDUCATOR PREPARATION PROGRAM



Summers works with the BYU–Public School Partnership school districts as a facilitator in the Associates program. She is also a member of the American Association of Colleges for Teacher Education and the Association for Supervision and Curriculum Development.

Summers loves to travel with her husband, Gordon, and family. She enjoys quilting and crocheting. She also loves reading, hiking, four-wheeling, and participating in other outdoor activities.

Encouraging the Creative

The McKay School of Education is one of the sponsors of the **Annual Utah All-State High School Art Show** that takes place during February and March.

Teenage artists from all over the state submitted their original visual art in different forms, and, after a screening process, many were selected to compete for several awards and scholarships. Utah's four congressional districts selected award winners representing their districts. The first-place piece from each district will hang in Washington, DC, for a year. A traveling exhibition was also selected from the show and will travel for a year to museums, galleries, libraries, and schools throughout Utah.



Kaylee Young was the recipient of the **BYU David O. McKay School of Education Award of Excellence** at the 2016 Annual Utah All-State High School Art Show, held at the Springville Museum of Art in Springville, Utah. She is a recent graduate of Herriman High School in Herriman, Utah, Jordan School District.

BRADLEY SLADE

95
UTAH HIGH SCHOOLS
PARTICIPATED

979
ENTRIES TO THE
ANNUAL UTAH ALL-STATE
HIGH SCHOOL ART SHOW

328
ENTRIES SELECTED
FOR THE EXHIBITION

COURTESY MICHAEL BINGHAM



Michael Bingham is the **BYU David O. McKay School of Education Teacher of the Year**. A professional artist, designer, sculptor, illustrator, and creative consultant for 30 years, he now teaches at Mountain Crest High School in Hyrum, Utah, Cache County School District.

PRINTMAKING · PHOTOGRAPHY · PAINTING · DRAWING · CERAMICS · SCULPTURE · JEWELRY

The Power of Teaching

Quick—name one of your most influential teachers.

A survey of those in attendance at a recent McKay School Power of Teaching Lecture showed that a strong 85 percent could remember the names of more than 12 of their teachers from preschool through 12th grade.

The Power of Teaching Lectures feature strong educational leaders including administrators, authors, education professionals, Church leaders, and influential teachers from departments across BYU campus.

“I wanted students to connect with teachers who are full of passion, [who are] motivated, and [who] understand their purpose,” Professor Brad Wilcox said, reflecting on why he started the lecture series in 2008. “I wanted them to have the chance to hear from truly great teachers about why they went into teaching and why they stayed.”

“*In public schools, you can’t really talk about religion. Have you ever thought that the only standard works that some of your students will ever read are the ones that they watch [you do] while you live your life as a teacher?*”

—Duane Merrell, professor,
College of Physical and Mathematical Sciences,
JANUARY 2016

“**The quality of education determines the future for the child and for the country.**”

—Mossi White, former president of the
National School Board Association,
FEBRUARY 2010

“Children’s books fairly pulsate with power when it comes to teaching. There are endless ways in which these books power learning.”

—Michael O. Tunnell, chair, Department of
Teacher Education, McKay School,
FEBRUARY 2015

“We are talking about the power of teaching, but in reality we are talking about the **power** that a teacher has on learning.”

—David M. McConkie, former first counselor in the Sunday
School general presidency,
OCTOBER 2014

“IT WASN’T UNTIL I BECAME A PROFESSOR THAT I REALIZED THE IMPORTANCE OF THE SPIRIT IN ALL THINGS.”

—Mary Anne Prater, dean, McKay School,
JANUARY 2015

“Every teacher influenced your life one way or another, but some made a lasting impact on your life.”

—Tina Dyches, associate dean, McKay School,
OCTOBER 22, 2015

“Believe in people. It is within you to change the world—not the whole world, but the circle of influence you’ll be able to reach.”

—Ardeth G. Kapp, former Young Women general president,
FEBRUARY 2009

We knew absolutely that any curriculum designed for youth, you—the rising generation, **the change-the-world generation**—would need to have that component. We would need to pattern it after the Savior. Now, in a secular world, you can still do that. You don’t have to put labels on it, but you can still do that and impact people’s lives and **cause them to want to learn and grow and cause them to become more.**

—Elaine S. Dalton,
former Young Women general president,
SEPTEMBER 2014



“I wouldn’t even be here today if it weren’t for some other teachers in my life.”

—Brad Wilcox, professor,
McKay School,
FEBRUARY 2016

MACY ROBISON PHOTOGRAPHY



Alumni Happenings

McKay Today helps connect you to your former classmates and teachers. To read more, visit education.byu.edu/news/category/alumni.

EMERITUS

ELLEN WILLIAMS

Raised in the small town of Fountain Green, Utah, Ellen Williams was deeply influenced by Joseph R. Christiansen, her fifth- and sixth-grade teacher. Mr. Christiansen had that special touch of challenging his students academically and maintaining a classroom culture that supported high levels of learning. During those two years she developed a love for reading and became a voracious reader. Under his tutelage she thrived academically and personally.

When she became a teacher, Williams wanted to have the same influence on her students. She earned her associate's degree from Snow College, her bachelor's and master's degrees in education from Utah State University, and her EdD from Brigham Young University. Williams' goal was to develop a classroom culture that supported high levels of learning. She wanted to teach and help students internalize habits that contributed to effective lifelong learning and self-management. She supported her students as they met their academic potential.

Over the course of her teaching career, Williams developed expertise in classroom management, literacy, questioning for higher-order thinking, and gifted education. She loved her students and found ways to help them thrive academically and emotionally. With her colleague, Abel Gudmundsen, Williams published a book on classroom management, *You Can Control Your Classroom*.

As a principal and district administrator in Utah's Granite School District, Williams viewed her role as an instructional leader. She promoted teacher growth on behalf of increasing student learning and development. While a member of the faculty in the McKay School Educational Leadership

and Foundations Department from 2000 to 2011, she taught two courses in instructional leadership: Supervision as a Developmental Process and Curriculum. Working collaboratively with Myra Tollestrup and Joe Matthews, Williams co-established and codirected the BYU Principals Academy, a study of Leadership for Professional Learning Communities.

Now retired, Williams realizes that each phase of her career prepared her for the next phase, including retirement. Well, not quite retirement, but a phase Williams said is filled with joy and stimulating ideas. She now serves as an educational consultant, providing professional development in classroom management for active engaged learning, effective instruction, collaborative practices that promote high student learning, and coaching/consulting. She works on-site to meta-coach principals and instructional coaches. She is a partner in ObserverTab, LLC, a web-based business that promotes continuous teacher growth through the process of principals and coaches collecting strategic observation data and conducting dialogues with teachers to help them gain insights into their practice.

Williams and her husband of 40 years pursue many interests, including road and mountain bikes and scenic photography. They have traveled extensively both nationally and internationally. They just love hanging around together, wherever that is.

An active member of The Church of Jesus Christ of Latter-day Saints, Williams has and continues to serve in any position to which she is called.

Williams co-established and codirected the BYU Principals Academy, a study of Leadership for Professional Learning Communities.



ALUMNI

BEYOND THE CLASSROOM

DOREEN WILLIAMS

Class of 1973

Doreen Williams was involved in a horrible car accident soon after graduating from BYU. In overcoming several obstacles related to the accident, she felt she had been given a second chance at life and wanted to do all she could to take advantage of it. She married, had five children, and taught for 30 years.

During her varied professional career, Williams cofounded a preschool for high-achieving children, taught a gifted elementary resource pullout program, and then, at a middle school, taught intervention classes, language arts, and social studies. She went on to earn a master's degree from Walden University with an emphasis in technology and later an EdD in curriculum studies at Georgia Southern University.

While in Georgia she became very interested in politics, especially in connection with education reforms. Williams became the chair of the Rockdale County Democratic Party after serving as treasurer for six years. With her doctoral



degree completed, she ran for the Georgia state legislature. "I was still teaching, but it was clear that the state legislature was making decisions about education with little input from educators," Williams said. "I felt I could make a difference in crafting legislation that would affect teachers and students." Although she made it to the final round, she lost by a small margin.

Two years later, in 2014, she ran for the Rockdale County Commission and won. Running for office incorporated all the skills she had learned as a teacher. She says it included strategic planning, communicating, educating people about the issues, and developing relationships.

"Lifelong learning is truly a passion of mine," Williams said. "One of the lessons I learned was that overcoming the fear of new and hard tasks propels one to grow and develop in a variety of ways. It allowed me to be more comfortable taking calculated risks, stepping into the unknown territory, and sticking with it even when it becomes difficult."

TERRI FISHER JENSEN

Class of 1973

Terri Fisher Jensen wanted to be involved in her children's education and give back to her community, so she developed an in-depth literature enrichment program that she taught pro bono to pre-kindergarten through fifth grades in Washington, D.C., for 12 years. In Utah she taught elementary school in Provo and Salt Lake City and wrote a women's studies unit for the Utah State Office of Education. Jensen was awarded Granite School District's Excel Outstanding Educator Award and PTA's Golden Apple Award.

Two tragic car accidents occurred in her family that had a profound effect on her life. She said they taught her compassion, perseverance, and determination. One accident left her with severe injuries and resulted in her mother's death. An earlier accident had resulted in a severe brain injury to her daughter. Because of that accident, Jensen became involved with fundraising for the Primary Children's Hospital. She also served on the Salt Lake Shriners Children's Hospital Service Board for eight years, directing weekly family/patient activities.

Her concern for others extends beyond her own community. For years Jensen and her family have helped provide educational opportunities for children in Zambia and Zimbabwe. They have given financial aid and humanitarian service and have supplied basic household equipment. In addition, Jensen taught workshops to thousands of young women in Africa. She and her husband founded Books Around the World, distributing books in Zimbabwe, Bolivia, and south Salt Lake.

As a young teacher she saw and provided for the needs of one of her students at Christmastime. Now, years later, she and her family and friends anonymously supply Christmas to more than 150 families. Despite the hard work involved in teaching, Jensen said, "Every day of effort, of loving, and of awakening the magic within the minds and souls of children is a journey of absolute delight. We learn so much from those we profess to teach." Jensen and her husband, Larry, are the parents of three daughters and grandparents to seven grandchildren.



School News

McKay School faculty and students have received various honors and awards. A few of these are highlighted below. For more school news, please visit education.byu.edu/news.

SCHOOL

Rankings Jump

The latest version of the U.S. News Best Graduate School rankings saw big gains for the McKay School of Education. The college came in at number 78 overall, a 10-point jump.

"We are honored to hear of the increased ranking of the graduate programs," said Dean Mary Anne Prater. "The McKay School attracts top graduate students who are prepared for the rigors and challenging demands of our graduate school, and our faculty possess a wealth of experience, a solid research background, and expertise in addressing the issues facing educators in today's complex world and the evolving field of education."

Consortium Hosts Lisa Miller

Scott Richards, professor of counseling psychology and member of the Consortium for Spiritually Centered Psychology and Education, hosted Lisa Miller of Columbia University at BYU. Miller lectured on "The Science of Spirituality in Children and Youth" for the McKay School and presented two additional lectures on campus.

Miller, PhD, is a professor and director of clinical psychology as well as the director of the Spirituality Mind Body Institute. She is



the author of the New York Times Best Seller *The Spiritual Child*. Miller's visit was part of the consortium's mission to explore the roles of religious faith, spirituality, and moral values in psychology and education.

Literacy Promise Conference

The Literacy Promise conference, cosponsored by the McKay School Alumni Society and the BYU–Public School Partnership, was held this spring in Salt Lake City. More than 900 attendees came to hear nationally recognized literacy experts present timely information, useful examples, and interesting insights in the field of literacy. Their material, gleaned from years of personal experience, is a source of new and helpful resources for teachers of grades K–12.

The keynote address was given by author Jennifer A. Nielsen, a *New York Times* best-selling author. Her works include the *Ascendance Trilogy* and the *Mark of the Thief* trilogy. The two-and-a-half-day conference is held every other year at the Calvin L. Rampton Salt Palace Convention Center.

First Annual Kaha Nui Summit Informs and Motivates Polynesian Students

The first annual BYU Polynesian Interdisciplinary Summit was held in the Wilkinson Student Center. In the opening session, G. E. Kawika Allen, McKay School professor of counseling psychology and Kaha Nui Summit director, said he was



pleased and grateful for the opportunity to gather Polynesian professionals and highlight the various intellectual, artistic, and academic contributions Polynesians offer to the world.

"We are in a position now to continue this legacy of honoring our ancestors and advancing our next generation by expanding our sphere of influence," Allen said. Allen and the Summit's executive board are excited to continue this new tradition in November.

FACULTY

Teaching Children with Disabilities to Monitor Their Behavior Improves Their Behavior

McKay School professor Blake Hansen, a counseling psychology and special education professor, developed a unique study published in *Remedial and Special Education* and found that the key for those with disabilities was self-monitoring.

"The most exciting part of that study's findings is that children with the most significant behavioral challenges can



monitor and evaluate their behavior," Hansen said, "and this change maintains over a long period of time."

In the study, Hansen identified students with intellectual disabilities who would benefit from self-monitoring techniques. The technique was simple. Each time the self-monitoring student followed the teacher's directions or complied, the student could put a sticker in a square on their progress sheet. Once a specified number of squares on the sheet was filled, the student was rewarded with either a break from studies or a desired toy.

Conducting Therapy in Native Languages

Timothy Smith, chair of the Department of Counseling Psychology and Special Education at BYU's McKay School of Education, coauthored a new book with Joseph E. Trimble, PhD, a Western Washington University professor. Their book, published by the American Psychological Association, is titled *Foundations of Multicultural Psychology: Research to Inform Effective Practice*.

"The language of the heart and your emotions is still your native language," Smith said. "To be able to communicate in deep emotional issues, [therapy] should be conducted in their native language." Ethnic minorities underutilize opportunities for treatment and psychotherapy because racial issues and experiences impact the effectiveness of psychotherapy for them. Public health



policies can do better to promote access to mental health services among all people in need of those services.

Pamela Hallam New Chair of Educational Leadership and Foundations Department

Pamela Hallam, previous chair of the education doctorate program in the Educational Leadership and Foundations (EdLF) Department in the McKay School, replaced Sterling Hilton as chair of the department in January 2016.

"Sterling has been a terrific leader for the EdLF Department, and he has mentored Pam in her preparation to take his place," said Dean Mary Anne Prater. "They are both outstanding faculty members. Pam has already demonstrated her strong leadership abilities with extensive administrative experience in the public schools. I look forward to working with her in this new role."



STUDENTS

McKay School Student Awarded NASP–ERT Minority Student Award
Tianna Freeman, a McKay School second-year graduate student, was honored with the National Association of School Psychologists Education and Research Trust (NASP–ERT) Minority Scholarship, which highlights promising future professionals



pursuing careers in school psychology. Having grown up in an encouraging family that motivated her to achieve her dreams, Freeman wants to offer that same support to Native American school students.

"I want to be more than the guidance counselor," she said. "I want to be the support system that is lacking in my hometown." The award seeks to support culturally diverse graduate students who will work and provide need-based services to diverse populations upon entering the workforce.

Dinner with a Principal

At the 2016 Dinner with a Principal event, professional educators and prospective teachers came together for an evening of dining, networking, and conversation in order to help the students prepare for their futures as educators.



Brianne Baugh, a senior majoring in elementary education, said that she "would recommend this event to any education majors who are approaching their internship/student teaching because of the opportunity to network and become familiar with administrators."

The David O. McKay School of Education Alumni Society
OUR GOAL: TO KEEP MCKAY ALUMNI **INFORMED, INVOLVED, AND ENGAGED**



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at graduation.

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McKay Building Loses 50-Foot Tree to Strong Winds

A 50-foot Colorado blue spruce next to the David O. McKay Building was uprooted by strong gusts of wind on February 18, 2016. The fallen tree barricaded the west entrance until it could be cleared.

A storm system hit the area throughout the late morning and early afternoon. About 12:10 p.m., what had appeared to be a tame storm turned into large gusts of wind that knocked down the tree.

Alumni and others reacted with shock, humor, and fond memories on the McKay School's social media platforms. Matthew and Tanya Harrison and their family recalled generations of fond memories with family under the tree. Matthew had even taken his first steps on the nearby lawn while his family visited his grandmother, Dorothy Ross, who managed the College Advisement Center for several years. Plans are being made to replace the tree.



MCKAY CREATIVE TEAM

DAVID O. MCKAY SCHOOL OF EDUCATION
Brigham Young University
301 MCKB
Provo, UT 84602

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MOLLY’S MIRACLE MAKER

*Molly Miner never stopped dreaming of becoming a teacher, but the elementary education major from Orem, Utah, needed help. That help came when she received the **Kathleen Peck Stewart Memorial Endowed Scholarship**, an award established by Stewart’s children. “I’ve been very fortunate to receive this honor,” Molly says. “I had the opportunity to meet three of the four children, all of whom are teachers. They are magnificent women, and they offered me great counsel, which I have been able to put into practice now that I am interning in second grade at Midway Elementary in Heber Valley, Utah.”*

BYU
ANNUAL GIVING

To help fund scholarships for students in the McKay School of Education, please contact **Lin Brown** at 801-422-9312 or lin_brown@byu.edu. You can also make a gift online at education.byu.edu/giving.