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MCKAY TODAY
FALL 2018

DAVID O. MCKAY SCHOOL OF EDUCATION BRIGHAM YOUNG UNIVERSITY



SHE'S BULLIED
AFTER SCHOOL.

HER NEIGHBOR
JUST DIED.

HER TEETH
HURT.

HIS MOM IS
MOVING AWAY.

Social and Emotional Support for Children

If History Teachers Had a Time Machine

Leah Voorhies: Putting It All Together

Speaking of Research

Message from the Dean

Jeffrey, a student I taught years ago, seemed oblivious to social rules— written or implicit. He did not take turns, share materials, or demonstrate concern for others; he had no close friends. I learned later that his home life had been frequently disrupted and his life outside school seemed to have little structure. Terrance, another of my former students, was withdrawn, kept to himself, and did anything he could to avoid being noticed. Like Jeffrey, he had difficulty making friends. I could learn of nothing in Terrance's life that seemed to be connected to this behavior.

Any classroom may have a Jeffrey, a Terrance, or both who need varied forms of social and emotional instruction and support. Students with less obvious or more extreme difficulties than Jeffrey or Terrance benefit from more opportunities to develop their social and emotional health. Teachers, parents, and other adults are also stronger and happier with improved social and emotional well-being.

Based on their research, McKay School of Education faculty Ellie Young and Cade Charlton discuss in their article ways schools can support the social and emotional well-being of *all* students using multitiered systems of support (MTSS), with levels that can be chosen and adapted according to students' specific needs. MSE faculty often apply their research to real-life classroom needs; additional examples are also addressed in this issue.

We are grateful for the work of both our faculty and staff and our students and alumni. Several alumni are highlighted in this issue, including Leah Voorhies, the McKay School's alumni honoree for 2018. Leah has become a leader throughout Utah in serving students with special needs. If we are able to help one child (a Jeffrey or a Terrance), one classroom of children, or individuals with particular challenges throughout an entire state, in an eternal perspective the contribution is equal and significant.



Mary Anne Prater

MARY ANNE PRATER

Dean



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JAYLYNN STUDIOS

School News

The McKay School is continuously producing outstanding research and events. For more school news, please visit education.byu.edu/news.

Immersed in Children's Literature

Terrell Young, professor of children's literature in the BYU Department of Teacher Education, has a busy year ahead as he serves as the president of the United States Board on Books for Young People and becomes a member of the prestigious Newbery Medal selection committee for 2018.

Young is filling his new position on the United States Board on Books for Young People through 2020, continuing to spread the board's mission of "promoting the use of children's books to help children deal with issues and problems and promoting global peace."

As part of the Newbery Medal selection committee, Young will help choose the winner of the 2018 Newbery Medal, an award that dates back to 1922. Each year this award designates "the most

distinguished contribution to American literature for children."

Over the years, Young has served on many national boards and committees, acting as president of several of them. These include the International Literacy Association, the Orbis Pictus Award for Outstanding Nonfiction for Children, the Notable Books for Global Society, the Aesop Prize, and the American Folklore Society, to name a few. He is also an editor, author, reviewer, researcher, and reading specialist. His latest book is *Deepening Students' Mathematical Understanding with Children's Literature*, which he coauthored with Eula Monroe. Among his many awards was his induc-



Terrell Young

tion into the Washington Organization for Reading Development Hall of Fame in 2007.

Young's love of books began as a child. He says, "I can immerse myself into a story, or information, so I can vicariously live someone else's life for a while, but then, when I'm finished, I've learned something more about myself at the same time. I think that's incredibly rich."

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SOCIAL MEDIA



Design Thinking in IP&T



This fall, BYU launched the new design-thinking minor. The minor ties together four different disciplines and provides a framework for creative problem solving. Students and faculty from the McKay School's Instructional Psychology and Technology Department along with the Department of Design, the Department of Experience Design and Management,

and the School of Technology are working together to create scalable solutions and solve industry problems.

The 15-credit minor includes nine credits outside of major disciplines, giving students a rare chance to engage with projects and problems that are outside of their major and to learn skills that employers seek. Career paths that

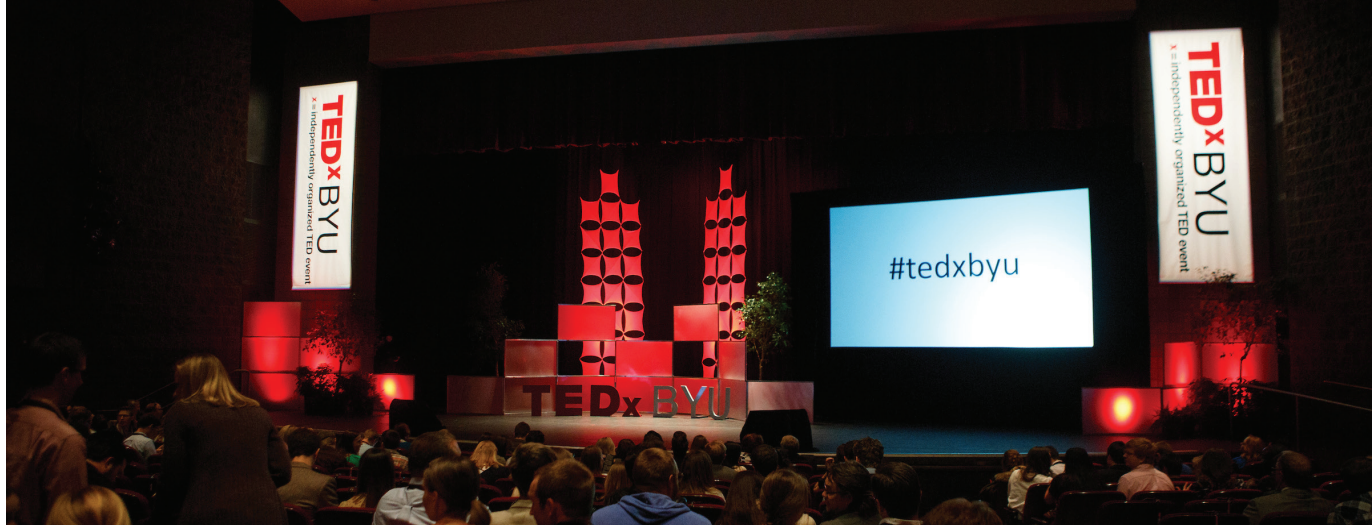
value design-thinking skills include user-experience design, instructional design, event/experience design, and design-thinking strategy. Employers in technology, fine arts, business, and education all value and practice elements of design thinking.

Check out mckayalumni.byu.edu

- McKay alumni spotlights
- Books and reading
- Rediscover BYU
- BYU memories

AND
MUCH
MORE





BYU PHOTO

Faculty Research: Women TEDx Speakers Receive More Polarized Comments Than Men

A recent study found that online responses to female presenters in TEDx and TED-Ed videos were more polarized than responses to male presenters.

In an article in top journal *PLOS One*, BYU education professors Royce Kimmons and Ross Larsen, along with three other coauthors, found that though most comments on TEDx and TED-Ed videos are neutral, women receive more of both positive and negative comments than men.

The study found that TED-Ed’s animated videos—with neither a female nor male focal point—also receive primarily neutral responses.

“It was surprising that there was so much more polarity when you could see physical appearance,” Kimmons said.

The research team saw the study as a start to understanding how online participation experiences may vary by gender.

“As online learning offerings expand, and as more and more institutions encourage academics to go online, universities need to consider how online

negativity seems to disproportionately affect some academics more than others,” said George Veletsianos, coauthor and education professor at Royal Roads University.

Regardless of presenter gender or presentation format, researchers saw that a positive comment in a video’s thread encouraged additional positive commentary and that negative comments often led to additional negative commentary.

That in turn raised the question of internet comment moderation. But though Kimmons acknowledged the struggle between allowing freedom of speech while minimizing the damage from internet trolls, he advised against taking every negative comment off of a thread because, he said, deleting negativity could crush what has the potential to become a good conversation. He argued that individual media literacy would be the best moderation.

“As a society we need to develop an awareness of the media we are using

and how these media are influencing our personal behaviors,” said Kimmons, who was encouraged to see individuals’ power to sometimes shift a negative thread with a positive comment.

Kimmons said historical gender norms may play a part in the polarized comments, since the women in the TEDx videos are often accomplished in fields viewed as traditionally male professions—like STEM.

“When you have a platform in which you are a powerful woman in a field that has historically been unwelcome to you, the community responds in unwelcome ways,” he said.

Kimmons said the study is an important step in understanding issues of civility and harassment in online discourse but noted that “there is a lot more work that needs to be done to help us better understand people’s experiences online and help us identify instances and patterns of harassment, abuse, and so forth.”

The David O. McKay School of Education Alumni Society

OUR GOAL: TO KEEP MCKAY ALUMNI **INFORMED, INVOLVED, AND ENGAGED**



Is your contact information up to date? *(See insert!)*

University Awards for McKay School



Three McKay School faculty members received recognition from the university at the beginning of this academic year. All have made significant contributions in their fields.



Christopher D. Dromey
Communications Disorders

Christopher D. Dromey received a BYU University Professorship. The award encourages and acknowledges senior faculty who are outstanding scholars, teachers, and university citizens. Dromey has integrated the physiologic, kinematic, acoustic, and perceptual aspects of speech production into his work. He has mentored many students and published more than 50 peer-reviewed articles with student coauthors. He is a superb teacher who excels in both large undergraduate courses and small graduate seminars.



Charles R. Graham Jr.
Instructional Psychology and Technology

Charles R. Graham Jr. received a BYU Teaching and Learning Faculty Fellowship. Graham is currently chair of the Department of Instructional Psychology and Technology. He previously served as an associate dean in the McKay School. Since 2005 he has chaired 16 PhD committees and 18 MS committees and has coauthored 69 publications with 105 student coauthors. He is often sought after as a consultant on blended learning.



Janae J. Oveson
Teacher Education

Janae J. Oveson was awarded an Adjunct Faculty Excellence Award by the university. For Oveson, teaching is not only a service but a contribution to society as she prepares her students to teach and mentor in K–6 social studies classrooms. Oveson connects theory and practice to make content relevant and applicable. Students report that her courses are among the most helpful and enjoyable and that her genuine care for them is apparent.

RISE

Your story didn't end at graduation.

SHARE YOUR STORY AT [RISE.BYU.EDU](https://rise.byu.edu).



Leah Voorhies

PUTTING IT ALL TOGETHER

BY SHAUNA VALENTINE • PHOTOGRAPHY BY BRADLEY SLADE



L

eah Voorhies has always loved taking things apart and putting them back together again. Growing up, she wasn't sure how that would apply to her

life's work because she didn't know what she wanted to be or what she wanted to do. When she entered BYU, she charged forward pursuing subjects that interested her, taking courses that built upon each other, observing the interaction between various subjects, and working with people she wanted to help. Perhaps her approach to education led her to see things in different ways. In the process, this approach prepared her to fill a special niche in education today.

Voorhies will be the first to say that the goal was a long time coming and involved a lot of degrees. But because of her choices along the way, she was prepared to contribute in exceptional ways in positions that seemed to be waiting for her.

Today Voorhies serves as the Utah State Board of Education assistant superintendent of student support and director of the State Systemic Improvement Plan (SSIP). She is responsible for nine teams that oversee all supplemental programs for the state board. They cover areas such as child nutrition, compliance of special education programs, school counseling, federal programs, and adult education, to name a few. She directs the work to achieve the goals of the board. "It's not enough to do good work," Voorhies said. "You want to do the right work and do it better."

Meeting the challenges of the SSIP has been rewarding for Voorhies. Utah is part of a National Center for Systemic Improvement learning collaborative, a group consisting of 15 states that are working with the U.S. Department of Education to look at systems alignment of programs serving those with disabilities. With Voorhies' excellent knowledge and skill set, Utah has become a leader

in this initiative and in the aligning of program delivery—the aim being to improve outcomes for the individual child.

For seven years prior, Voorhies worked in the special education division of the Utah State Board of Education. Under her leadership she led the SSIP efforts that increased math scores for students with disabilities. This and other efforts resulted in providing exceptional services for these Utah students.

Receiving the Achievement Award

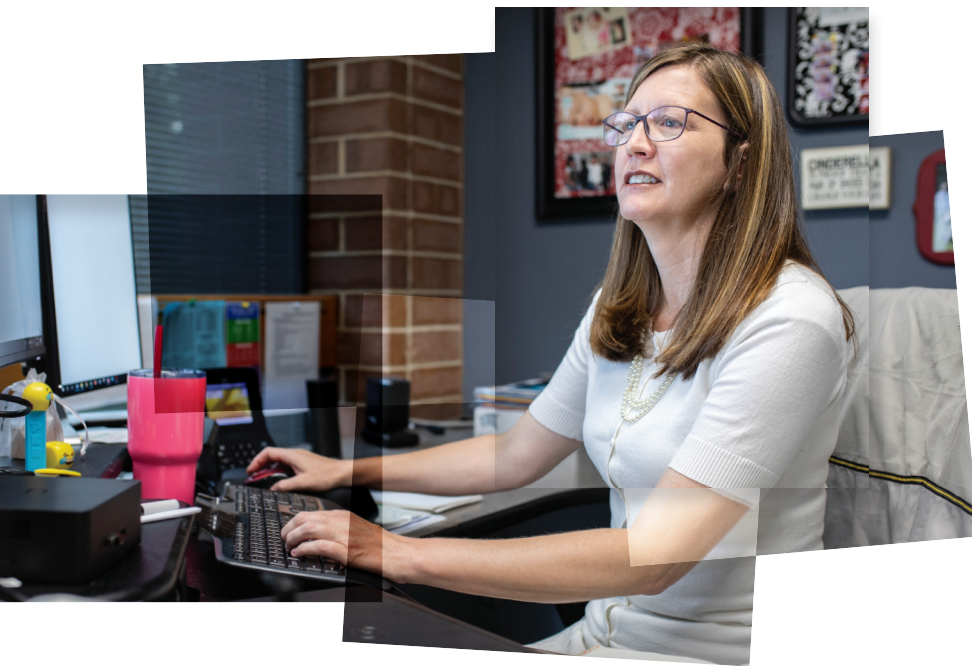
Voorhies was selected as the 2018 McKay School of Education Alumni Achievement Award honoree and presented a lecture to the school during Homecoming Week. The title of her lecture was "Convergence: The Antidote for Initiative Overload." She spoke about improving services to those with disabilities by improving the program structure and delivery.

As public school districts or charter schools receive new grants or funding, they are responsible for creating a plan to develop and evaluate the new outcome measures. The person overseeing the new plan often has no interaction with or even knowledge of those overseeing other plans in the same school. As Voorhies stated, "This lack of convergence is decreasing the efficiency of the system, the effectiveness of the initiatives, and the morale of the staff." Voorhies presented an example of a state-level approach that is working toward convergence and the impact it is having on student outcomes.

Preparing

Voorhies is the oldest of eight children. During her childhood there was a family in her stake that had four boys who were deaf. Classes in sign language were offered to anyone who wanted to learn to sign, especially those who interacted with the boys. Voorhies took the classes and gained a limited knowledge of signing.

Brigham Young University graduates with significant professional accomplishments from each college are honored with Alumni Achievement Awards during Homecoming. Meet the McKay School's honoree. See more at homecoming.byu.edu/alumni-achievement-awards.



As Voorhies registered at BYU, she decided to build upon her background in signing and enrolled in sign language classes. Then she took it a step further by living in the Sign Language House at BYU and becoming immersed in signing.

With her great desire to help people, Voorhies selected sociology as a major and studied special education along with school and counseling psychology. During this time she found a love for public education, of which she said, “There is no other equalizer more powerful than education.”

She earned her first BYU degree in sociology in 1995. Through her classes, experiences, and growing interests, she decided to concentrate on those with special needs. This decision led her to enter a master’s program in the Department of Counseling Psychology and Special Education in the McKay School. She earned her master’s in school psychology in 1997. As part of her school psychology experience, she completed an internship at the Utah Schools for the Deaf and the Blind.

Combining Psychology and Administration

Armed with the knowledge of different disciplines and engaged in real-world experiences, Voorhies arrived at the conclusion that psychology and administration were a great mix. She found that she could contribute best by analyzing research and data and using that information to reorganize programs serving those with disabilities to improve their productivity, effectiveness, and compliance.

Things change with time. Of her efforts, she stated, “Organizations need updates every five to ten years to keep them relevant and effective.” She discovered that she was good at cleaning up organizations, and she enjoyed doing it.

Voorhies didn’t think that psychology would be her life’s work, but because of her growing interests in counseling psychology, she went on to earn a PhD in that field at the McKay School in 2007.

Ellie Young, a counseling psychology professor—her mentor and one who Voorhies says grounded and challenged her—said, “Leah has been and continues to be a tireless advocate for youth, especially youth with disabilities. She has contributed to building and leading educational systems that meet the needs of youth.”

When the Utah Schools for the Deaf and the Blind had a vacancy, they asked Voorhies to return and work with them. In addition to her work as a school psychologist, she was the coordinator of School Mental Health Services and director of Related Services. In the process of updating and reorganizing the program, she fell into a world of special education compliance that she understood and could organize and respond to.

Although she wasn’t engaged in the traditional work of counseling psychology, she recognized what a great foundation she had. However, she also realized that she wanted a better understanding of education administration. True to her nature, she enrolled at Utah State University for a postdoctorate in education administration, earning her administrative/supervisory credential in 2010.

It was during her employment at the Utah Schools for the Deaf and the Blind that she interacted with personnel from the Utah State Board of Education. Her work was noted, and she was recruited.

Advocating for All Children

During these very busy years, Voorhies has also been involved with volunteer and humanitarian work with children and youth in her family, in her church, and around the world. Her knowledge and skills have blessed lives not only in Utah as she worked with the Advisory Committee to the Utah Division of Child and Family Services but also as she worked internationally. In Kenya she provided teacher training and materials to professionals there. In Guyana she worked with LDS Charities to build an education program for students who are deaf and blind.

While serving as Primary president in her ward, she created a personal relationship with all the children, including several who were on the autism spectrum and had difficulty connecting with others.

Since completing her doctoral work, she has been able to share her expertise on psychological issues with family, friends, and colleagues. She can intervene in a crisis, diagnose complex learning and psychological issues, and collaborate with medical professionals.

Voorhies serves children by ensuring that parents and educators understand and apply the rights and protections of the Procedural Safeguards of the Individuals with Disabilities Education Act that has been set up for all students and families.

Serving in Other Areas

Throughout her career, Voorhies has held various leadership positions in the Utah Association for School Psychologists. She has also served on several national committees as a delegate to the National Association of School Psychologists.

Elected to the Jordan School District Board, she served for more than four years during the stormy days of the Jordan/Canyons split. For seven years she taught education and psychology courses at Salt Lake Community College.

Among her honors and awards are the Utah Council for Exceptional Children Special Education Administrator of the Year Award and the Utah Association of School Psychologist Service to the Association Award.

Varying Interests

Voorhies is a woman of many talents. As a young girl she danced with Ballet West for two years. She makes jewelry when she has time, and she travels extensively. She served a mission in Sweden, attended the BYU Jerusalem Center, has visited six continents so far, and speaks four languages. Traveling to the University of Turku in Finland, she observed and studied their educator preparation strategies to ascertain if some could be incorporated into Utah's strategies.

Uniting Generations

Voorhies is the favorite aunt of her 27 nieces and nephews. "I have made it my adult life's mission to have a personal relationship with each," she said. "They are the light of my world, and I believe I am a pretty bright light in each of theirs." She takes her nieces and nephews on special trips and has arranged cruises that have taken the Voorhies family all over the world. These activities have earned her the title of family activities and cruise director. The home that she shares with her parents is a gathering place for the extended family for

weekly Sunday dinners and for visits and meals with close friends. Neighbors call the home the Voorhies Homeless Shelter because everyone is welcome.

Voorhies has found her calling and continues to successfully take things apart and put them back together. Her career preparation has taken her in directions she could not anticipate. She points out that teaching and administration are just two education options available to those with psychology and special education degrees. Counseling psychologist, special education teacher, related service provider, instructional support provider, and curriculum and assessment developer are other areas that contribute to a successful system.

And she is surprised at the many times she has been able to use her sign language.

The greatest gift that Voorhies feels she received from her many and varied experiences at BYU is "the networking with like-minded people who care about education and the less fortunate."

From the kindness she has received and given, her advice for life is "Kindness is the mother of peace."

For more on Voorhies' Alumni Achievement Award address, visit education.byu.edu/alumni-awards-2018.



If History Teachers Had a Time Machine

The McKay School asked history teachers, "Which period of history would you like to have been part of and why?"

Photography by
Bradley Slade

Jay Buckley

Associate Professor of History

DIRECTOR OF THE CHARLES REDD CENTER FOR WESTERN STUDIES

Teaches courses in American West and American Indian history

and directs the American Indian studies minor at BYU

If I had a time machine to take me back in time to participate in a historical event, it would be hard to narrow it down! An event I would have liked to have attended was a Rocky Mountain fur trade rendezvous. The 1825 rendezvous occurred just a few miles from my family's ranch near Lonetree, Wyoming. The 1826 rendezvous culminated in William Ashley selling his company to Jedediah Smith, David Jackson, and William Sublette, with Robert Campbell as clerk. Ashley's journal that he kept en route to this rendezvous was discovered about 10 years ago, and Andy Hahn at the Campbell House Museum asked me to transcribe, interpret, and publish it. It is the first recorded account of east-to-west travel along what became the Oregon-California Trail. It is pretty cool to uncover and unravel the mysteries of history.





Wendi Nelson

Teacher and alum, '09

SPANISH FORK HIGH SCHOOL, SPANISH FORK, UTAH
Teaches U.S. history, AP U.S. history/history 1700,
U.S. government and citizenship

If I could be part of any period in history, I would choose the 1920s. The '20s were a time of monumental change. New inventions like the automobile and the radio connected people and dramatically increased possibilities for Americans. The end of the Great War and a booming economy would have made for a happy home life. The ratification of the 19th Amendment, fashion that pushed boundaries, and activities that challenged social norms paved the way for a century of progress toward equal rights for women. The 1920s would have been an exciting time to be alive.

Jeffery D. Nokes

Associate Professor

HISTORY DEPARTMENT

Research interests are history pedagogy, historical literacies,
history teacher preparation, democratic education

I feel pretty lucky to live in the time and place that I do. But if I were to choose a different era to live in, I would probably choose the early period of westward expansion in what is now the southwestern United States, when the Santa Fe Trail was first being blazed. It seems like a time period and place that was full of opportunities, with trade between the United States, Mexico, and Indian nations gaining momentum. The ongoing exchange across the borders would be appealing to me—with language, food, people, and cultures moving back and forth in interesting ways. I could see myself and my family living in one of the villages along the trail, trading with the caravans that passed. Or it might have been fun to be one of the traders passing through the villages. I am thankful to live in Utah today when we still get to experience echoes of the exchanges of that era.





Alumni Happenings

McKay Today helps connect you to your former classmates and teachers. To read more, visit mckayalumni.byu.edu.

Teaching Beyond the Obvious

► DAVID SQUIRES

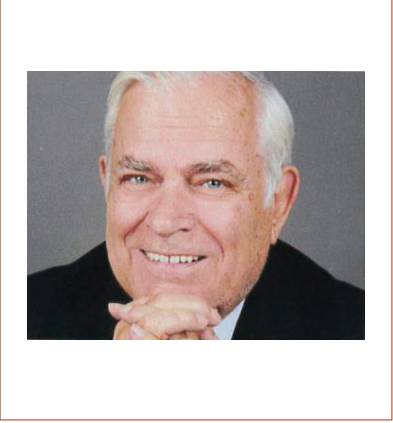
Class of 1958

After studying at Brigham Young University, serving his country, and dedicating much of his life to teaching, David A. Squires continues to “teach beyond the obvious” by using creativity in his teaching approaches.

Squires graduated from BYU’s College of Education in 1958 with a major in history education and later an MEd. He was part of the Air Force Reserve Officer Training Corps at BYU, completing his service in Colorado Springs, Colorado, and Glasgow, Montana, in 1961.

Squires then returned to Utah, found a teaching position at Lincoln Junior High School in Orem, and began to “develop numerous strategies in teaching beyond the obvious,” including some methods to improve grammar, writing, and interactive experiences in the classroom.

One method that Squires engineered helped his students with language arts skills. This approach, called shadow writing, emphasized correct punctuation. Students copied a sentence from



a novel, retaining and observing the original punctuation but inserting their own words. Another method, phonetic spelling, moved from simply dictating words for a weekly spelling test to focusing on phonetics while also testing spelling and definitions.

Part of Squire’s teaching included hands-on experiences. As part of the Utah government unit, along with the textbook, he had students compose a list of questions for government officials. Then, during class, the students called the state capital, juvenile court, and Washington, DC, to ask questions of the officials, while the rest of the class listened and took notes.

Squires’ success in improving learning through these strategies and experiences led him to other teaching opportunities. In 1974 the BYU College of Education asked him to join the secondary education faculty as the social science specialist, teaching a class centered on creativity in the classroom.

“Creativity was not a lecture class. It was an experience in exploring one’s own potential and thinking style,” said Squires. One of his students had told Squires, “I am not even an education major, but this is the most important class I have taken at BYU.”

Squires retired after 30 years of teaching, but his influence continues. A former student wrote, “Thank you for being a teacher to the several thousand students I have taught over the years.”

Today Squires spends his time with his wife, Lois, their seven children, and their 34 (and counting) grandchildren. He is a member of the Orem senior citizen council, writes poetry, and records his teaching processes in hopes that other teachers will “teach beyond the obvious” too.



A Lasting Influence

► NETTIE FRANCIS

Class of 1997

Nettie Francis is ambitious and creative and has made valuable contributions in education. In April 1997 she graduated from the McKay School with a bachelor’s degree in elementary education.

While at BYU she met her husband, Mark Francis. Today they are the parents of 10 children—five boys and five girls.

People have frequently told her that she cannot accomplish all she wants to in her career because she has 10 children. Her response is simply, “Why not?” She urges people to have the same response when they are doubting themselves or when others underestimate their abilities.

In one of her BYU classes she distinctly remembers a moment when she realized that the world is run by regular people. “It comforted me because I realized that good people can make a difference even if they are not rich or famous,” Francis said.

Francis reminds educators that “education should be looked at with an eternal perspective. Everyone is on earth to learn and grow. Teachers have a noble career because they help everyone along in their eternal progression.”

Francis began a preschool where she taught her 10 children. Later she taught music at the private school that her children attended.

The family relocated to Wyoming, and Francis became involved in her children’s schools. She joined a committee tasked with creating a third-grade textbook of the history of Natrona County. Having a third grader at the time enhanced her enjoyment of the project.

After this project was completed, more writing opportunities materialized. She has written for the *Friend*, the *Ensign*, and the *New Era*, and she became a columnist for the *Casper Journal* in Wyoming.

One of Francis’ most notable accomplishments was the founding of the *Wyoming Woman Magazine*. This gave her a chance to write stories, travel, and speak to women throughout the state on a variety of topics.

“One of the topics I loved covering was education, because Wyoming has a unique and very good education system,” Francis said.

For Francis, the best aspect of education is the opportunity to make a difference in people’s lives.

The greatest impact Francis has made is in her own family. Recently she attended a conference where each attendant was encouraged to think of 10 people they wanted to influence. She immediately thought of her 10 children.

“It is great to be published in magazines and have readers from around the nation and world, but the real and lasting influence *ultimately* will always be in our homes. Education is such a great way to support and supplement that,” Francis said.

Passion for Education

▶ VICTOR THOMPSON *Class of 1984*

Victor Thompson graduated from the McKay School in 1984 with a passion for education. He received a master’s degree in education administration from California State University, Los Angeles, in 1988 and a doctorate in education in institutional management from Pepperdine University in 1998.

Thompson is a Pacific Islander and is proud of his heritage and his family, who have defied the nationwide statistic that only 14 percent of Pacific Islanders/Samoans obtain a college degree. His wife, Marie, and four children have all received bachelor’s degrees.

After 34 years in education, Thompson is a well-decorated professional and citizen of his community. A former high school Spanish teacher and track coach, Thompson is currently serving as director

of Student Support Services in the Los Angeles County Office of Education. In addition, Thompson teaches courses online as an adjunct professor for the University of Phoenix and BYU–Pathway Worldwide.

In his community in Lakewood, California, Thompson is the executive director of the National Pacific Islander Education Network, serves on the Long Beach Area Council Board for Boy Scouts of America, and was named 2016 City of Lakewood Volunteer of the Year. In addition, he is the first Pacific Islander to serve on the state board of the Association of California School Administrators.

“I have always believed that with the right support systems—oftentimes coming from the schools due to challenges at home—and positive adult attitudes in the schools, we can help every child to succeed. I look at my job not as a burden but as a gift to be able to encourage and inspire children,” Thompson said.

Thompson feels that education is the greatest profession in the world because you influence those who will change the world. Thompson’s advice is to love unconditionally and to find peace in the beauty of the earth.

“I go to the ocean weekly, and I feel peace and admiration for the creations of our Heavenly Father,” Thompson said. “When we are at peace, we are better teachers and leaders. The Spirit can work with us more effectively.”



HOW ARE YOU *really* DOING?

Encouraging Social and Emotional Well-Being in All Children

SHE'S BULLIED
AFTER SCHOOL.

HER NEIGHBOR
JUST DIED.

HER TEETH
HURT.

HIS MOM IS
MOVING AWAY.

By ELLIE YOUNG
and CADE CHARLTON

Illustrated by
MARGARET KIMBALL

“EMMA” wasn’t doing well academically. Her teachers said she was engaged in the lessons but retained nothing. A home visit by the elementary school social worker revealed that her parents left for work before she got up, and Emma was supposed to eat breakfast at school. But during a full-day observation, it was noted that she ate nothing in the morning and nothing at lunch.

Most classrooms have a child somewhat like Emma. It might be a student who does well on tests and assignments but often leaves excessive eraser marks because he is prone to perfectionism. Or there might be one who is late to school because of recurring stomachaches and often plays alone because she doesn’t feel that other children like her.

These are the students who, like Emma, get their schoolwork done and don’t create problems for others. But caring and observant adults at home or school might have a nagging feeling about needing to do something more.

Compassionate grown-ups seeing one of these children with just a few problems may hope that the youngster will “grow out of it” with a little love and extra attention. But for children like these, waiting, watching, and hoping is not the ideal option. These concerns may remain the same or even get worse as students move to middle school. Other options are more likely to promote effective coping strategies now and in the future.

Systematic Support for All

About one-third of youth will experience a mental health concern sometime in their life, according to Kathleen Ries Merikangas, Erin F. Nakamura, and Ronald C. Kessler (see “Epidemiology of Mental Disorders in Children and Adolescents,” *Dialogues in Clinical Neuroscience* 11, no. 1 [March 2009]: 7). But data from the U.S. Office of Special Education Programs indicate only 1 percent of students are actually identified as having a disability in the area of emotional disturbance and receive special education services. The National Association of School Psychologists (NASP) suggests that school can be the ideal location for mental health services. Of those students who do receive services, nearly two-thirds receive services only in schools. Even those students who would not qualify for a mental-health diagnosis often need short-term support and help when they experience trauma, family difficulties, peer problems, or academic difficulties.

There is a way to inoculate all students with basic social-emotional skills and systematically identify and assist those

who need further help. Not only does this help the children’s general well-being, but a growing body of research shows that when school leaders and teachers specifically teach social-emotional skills, academic scores also improve.

Schools can implement a multitiered system of support (MTSS) to address the social-emotional well-being of all students. Using this framework, school psychologists, school counselors, and school social workers can work with teachers and administrators to implement a curriculum and other preventative strategies to help students understand their emotions, find ways to successfully manage them, and encourage all students to be compassionate, supportive, and inclusive.

This type of system was what helped Emma at Provo Peaks Elementary School in Provo, Utah. According to Kathy Hansen, ’78—the positive behavior interventions coach for the Provo City School District—when the social worker asked why she wasn’t eating, Emma said it made her mouth hurt.

“We included the school nurse and her parents immediately and got her teeth fixed that afternoon,” said Hansen.

Only 1 percent of students are actually identified as having a disability in the area of emotional disturbance and receive special education services.

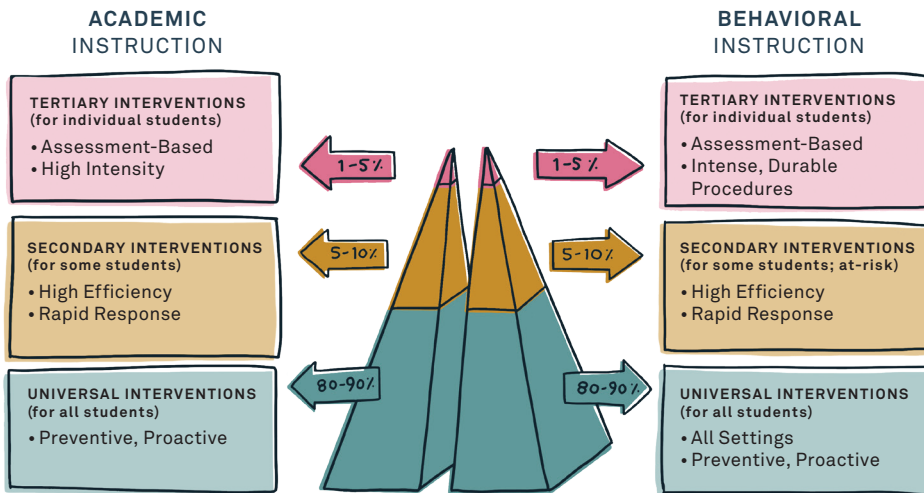
“She was able to eat by the next day, and her reading and math scores started increasing immediately.”

Not every child’s problem has such a quick and obvious fix. But unless school leaders are alert to struggling children, problems can become severe and chronic, and it may take a great deal of resources to help the student return to functioning well.

Universal to Individualized Care

Schools that are implementing an MTSS framework begin on the universal level to survey and teach all students a few healthy strategies that often are sufficient to keep problems from becoming severe and chronic. These primary prevention strategies work something like a preemptive vaccine and help to ensure that every student gets some instruction in emotional well-being.

DESIGNING SCHOOL-WIDE SYSTEMS for STUDENT SUCCESS



See "MTSS," Positive Behavioral Interventions and Supports, pbis.org/school/mtss.

Short-term interventions are secondary strategies in the MTSS framework. For instance, students who need assistance learning emotional regulation might attend a six-week session led by the school counselor, who teaches specific lessons on identifying feelings, healthy self-talk, and calming strategies.

Tertiary strategies target students who need ongoing individualized interventions. In these cases a school psychologist might meet weekly with a student to teach regulation strategies as well as collaborate with teachers and parents to develop individualized interventions in the classroom and at home.

Data Sources

In setting up such a system, the MTSS leadership team at a school should collaborate with parents and teachers to be sure that they understand the needs of families and students in that specific school community. Teachers can complete a school-wide screening to identify students having some risk factors and needing additional support.

Many other sources of data can be used to inform the school-wide actions. Referrals to the office, absence and tardiness rates, and visits to the school nurse are just a few examples of actions that could reveal trends and areas of concern. Look for correlations with academic issues. For instance, if a high number of sixth graders are tardy to school, maybe their reading instruction time is being cut short. This could be a reason for low reading scores for that group.

Consider asking about safety concerns. Dixon Middle School in Provo last year surveyed their students, asking how safe they felt. They asked for areas of concern in the school and what students felt would help. According to Hansen, the administration then increased supervision in the identified areas. They are creating student-driven video trainings to get the entire

school community focused on a safer, happier school.

Action Steps

After leaders review all of the data, they can determine the appropriate action steps. There are a variety of social-emotional curriculum options available on the national level. The leadership group should select components that fill their needs and have strong research evidence to support their use.

Then the delivery method for the curriculum should be determined. Which groups will receive which course? When should it be taught? Does it fit in with a health class or other curriculum? Some faculty may choose to co-teach with a school psycholo-

gist, school counselor, or school social worker.

Parents should have access to the skills that students are learning and should be invited to have an active role in helping their children practice and use the skills at home.

After a period of time, the school-wide screening should be completed again. Leading researchers, such as Kathleen Lane at the University of Kansas, encourage schools to complete screening two to three times a year to ensure that students' needs are being met. Some school-wide screening measures can be completed in less than 30 minutes for the entire classroom. Data should be collected in the same manner to be sure that the intervention has helped the group. What progress has been made? Are office referrals down? Is there a change in attendance patterns? What areas need further work?

Proactive Targeted Supports

The school-wide screening might indicate areas of concern for a significant number of students. For example, many might be displaying anxious behaviors that are getting in the way of the students' success. Strategies and coping skills can be taught to assist these children.

Another possible curriculum might focus on specific social skill lessons for making and keeping friends. Teaching respectful behavior could reduce office discipline referrals for defiance.

A 2017 review of research by the Collaborative for Academic, Social, and Emotional Learning (CASEL) at the University of Chicago supports the involvement of teachers or co-teachers using a social-emotional curriculum. They found that when teachers provided social-emotional instruction in the classroom, students adopted more pro-social attitudes and engaged in less problem behavior. This

might be due to the fact that teachers were able to reinforce the lessons beyond the actual instruction time and prompt students to practice prosocial behaviors before typical problems arose. In addition, they found that academic outcomes only improved when social-emotional curricula were taught by school staff as opposed to being taught by researchers or other outside professionals.

Referrals to the office, absence and tardiness rates, and visits to the school nurse are just a few examples of actions that could reveal trends and areas of concern.

Parental involvement might be an important tool to help students. For example, students often report using cell phones or other devices just before going to bed or while in bed and having a hard time going to sleep, often getting less sleep than is recommended. A presentation by a social worker at parent-teacher conferences might inform all parents about sleep hygiene and encourage them to model good practices and help their students turn off devices early in the evening.

Intensive Individualized Supports

Data may show that a small number of students need more ongoing individualized support. Additional information can be gathered to determine the causes of these problems. For example, if defiance seems to be a problem, efforts should be made to find out the reasons behind it. Are the students being picked on during recess and thus are responding aggressively to being bullied? When asked to calm down, do they become even more upset?

Although it might take a longer amount of time, with the right attention, these students can improve. They can be taught ways to calm themselves, to respond to bullying, and to give respectful answers to adults. When a teacher notices that a student is starting to get angry on the playground or in the hallways, he or she can remind the students of the skills to practice, such as deep breathing to calm themselves, asking for help, or other skills they have learned.

This tiered intervention structure can help students with easily resolved issues like Emma's. It can address the emotional concerns of middle school students and help them relax at school. It can provide in-depth resources to those who need more one-on-one support.

It is all about preventing small problems from becoming bigger problems and supporting all children. Every child needs basic skills and access to more options as needed. Then caring adults can rest assured that they are doing enough.



Need More Resources?

For Teachers and Administrators

- The National Association of School Psychologists: nasponline.org
- The Collaborative for Academic, Social, and Emotional Learning: casel.org
- CizT: cizt.org
- PBIS OSEP Technical Assistance Center: pbis.org
- IES WWC: ies.ed.gov/ncee/wwc/addressingbehaviorproblems

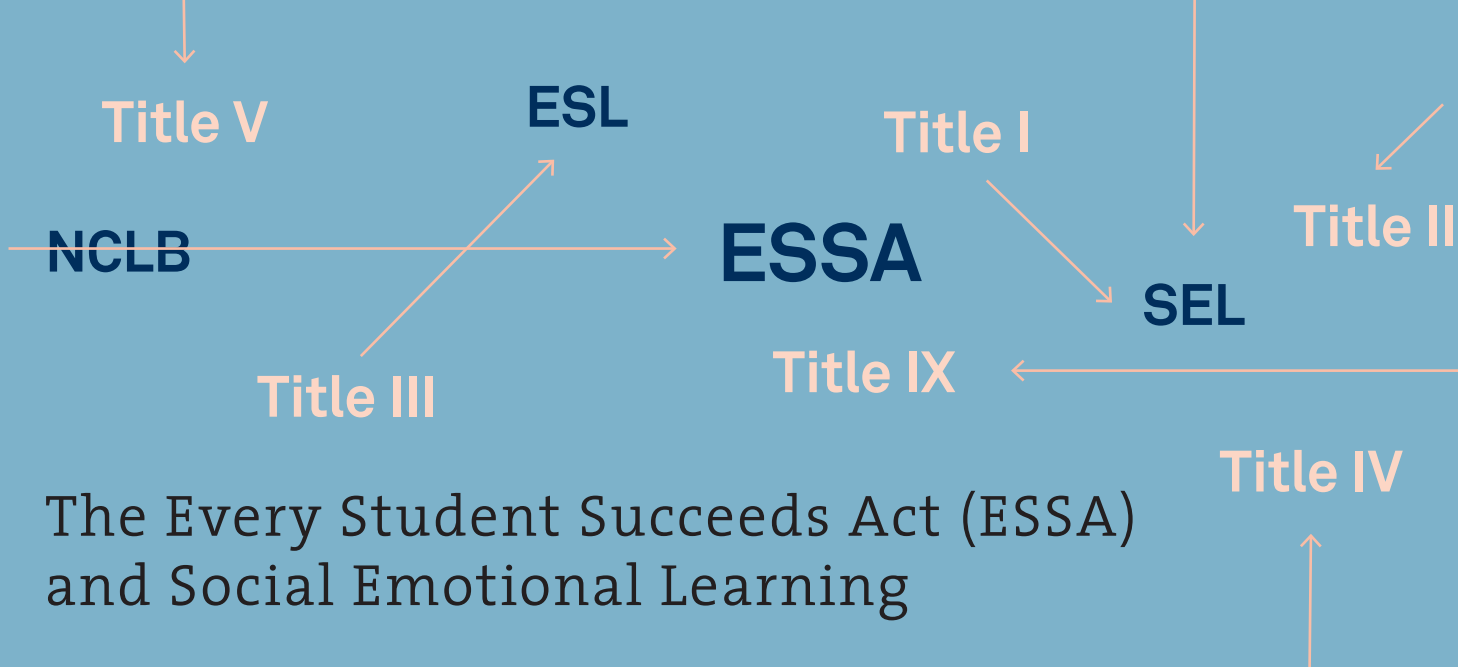
For Parents

- PACER: pacer.org/cmh/does-my-child-have-an-emotional-or-behavioral-disorder

ABOUT THE AUTHORS

Ellie Young, after working as a school psychologist in Kansas and Missouri for about nine years, earned a PhD from the University of South Florida in school psychology. Upon completion of her doctoral training, she joined the school psychology faculty at Brigham Young University.

Cade Charlton worked as a skills development specialist for Bear River Mental Health and as a program coordinator for the Center for the School of the Future prior to seeking his doctoral degree at Utah State University. After completing his doctorate in disability disciplines in 2016, he joined the special education faculty at Brigham Young University, where he also became a board-certified behavior analyst.



The Every Student Succeeds Act (ESSA) and Social Emotional Learning



By Vance Randall
PROFESSOR OF
EDUCATION POLICY

The Every Student Succeeds Act (ESSA) is the latest reauthorization of the 1965 Elementary and Secondary Act that replaced the previous reauthorization known as the No Child Left Behind Act (NCLB). It was signed into law on December 10, 2015. Its general orientation is the opposite of NCLB and transfers significant control of education away from the federal government to the individual states. This gives states a great deal of flexibility and commensurate responsibility in providing an equal education opportunity for all children and improving student achievement and other student outcomes. Each state must submit to the U.S. Department of Education (ED) its own plan of how to help all children be successful in school. These plans must be approved by the ED.

The ESSA consists of nine titles or sections. Title I is the most well-known title and has the largest amount of federal funding attached to it. Under this title the state must have an approved plan to improve student performance

and achievement. This plan must include state academic standards and assessments, state report cards, and steps to improve the performance of different student groups. The focus of Title II is on providing funding to improve the quality of teachers, principals, and other school leaders. Title III helps address the needs of ESL learners. Title IV provides competitive grants for states and districts. Title V addresses needs of rural education, with Title VI providing funding for Native Americans and native Hawaiians and Title IX providing funding for homeless children. Title VII looks at programs for some special needs communities, and Title VIII contains definitions and other requirements.

It was hoped that the ESSA would include requirements for social-emotional learning (SEL) competencies and their measurements as part of the criteria to determine whether a school was successful or not. The Collaborative for Academic, Social, and Emotional Learning (CASEL) lists five core SEL competencies that deal with

attitudes, behaviors, and relationships: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The addition of SEL competencies to complement academic competencies would have provided a richer portrait of how a student and school were doing to promote student success. Academic learning and social/emotional learning are part and parcel of educating the whole child and intrinsically interact with each other.

However, the ESSA did not call for SEL competencies, so it is no surprise that none of the states include SEL competencies and their corresponding measures in their state plans to the ED. This lack of SEL competencies in state plans is most likely due to the difficulty of developing reliable and valid measures of these competencies and the lack of specific ESSA funding or requirements for SEL programs. However, ESSA funding for SEL programs might come from Title I, Parts A, C, and D; Title II, Part A; Title IV, Parts A and B; and Title V, Part B.



5 Questions to Ask About Your PLC

What is the secret to improving professional learning communities (PLCs)? Going back to the basics. Here are five questions offered by assistant clinical professor David M. Boren to reflect on how your teams are doing.

1.

Are we clear about our purpose?

Getting crystal clear on the mission and vision as a team will provide the filter through which every decision, initiative, program, and mandate must pass.

2.

Do we work as a team and do we consistently review team norms?

Setting ground rules, or norms, for how to work together and reviewing them consistently is crucial to function at high levels of productivity.

3.

Do we identify and ensure learning of essential standards?

Examining the four criteria of endurance, leverage, readiness, and accountability can provide clarity.

4.

Do we collectively review and respond to the results of team-created common formative assessments?

Collectively reviewing common assessment data allows PLCs to identify students' needs and also which teachers and resources are best suited to meet those needs.

5.

Are we continuously learning and improving for the benefit of our students?

Learn something new every single day as a teacher to be the teacher your students need.

A renewed focus on fundamentals can pave the way for improvement. How fundamentally sound is your school?

Alumni to Alumni *Your Words at Work*



Advice from McKay alumni to graduating seniors was posted on the McKay School walls during graduation. Practical suggestions from experienced professionals were added to congratulations and best wishes for success to these future educators. Read more advice from alumni at education.byu.edu/news/alumni-to-alumni.

We have the **blessing** of unlocking the door of potential in each student! **Enjoy the journey** of that process!

BARBARA RAYMOND, '77

- Find an experienced **teacher to talk to.**
- Have a life **outside of school.**
- **"Steal"** lessons and ideas until you have your own style.
 - It's okay to say, **"Oops, teacher mistake!"**

REBECCA BUTTERS, '92

Keep your education **current.**

Take classes.
Volunteer in your field.
Talk with professionals regularly.

LORI STEADMAN, '91

BE PROUD of your degree. Make the most of every opportunity to **mention BYU** because it carries a name that is recognized throughout the country.

ELAINE LOWDER, '54

- SUBSTITUTE**
- You can encounter different*
- management skills
 - materials organization
 - approaches to curriculum
 - time management skills
 - uses of small groups
 - room setups

LYNNETTERISK, '89

There is an **ENTIRE WORLD** of schools, districts, and clinics looking for individuals with a bachelor's degree in **COMMUNICATION DISORDERS.**

AUBREY ROWAN, '15

PRACTICE INTERVIEWING

ROBERT DEVINE, '80

There's opposition in all things.

KEEP AT IT!

Heavenly Father needs qualified, devoted teachers to help teach His children.

The second year is easier than the first, and the third much easier than the first or second.

HANG IN THERE— YOU CAN DO IT!

MATTHEW WINSOR, '94

Brainstorming will transform the obvious.

Plan lessons that **involve students** at all times.

Students must be teachers as well as students.

Individual units of instruction allow each student to explore, examine, and express personal insight.

DAVID SQUIRES, '58, '74

BE OPEN TO NEW IDEAS BUT HAVE CONFIDENCE

TO TRY YOUR OWN IDEAS.

BREANNA ABELL GIBBY, '15

THREE KEY CHARACTERISTICS MOST WEALTHY PEOPLE POSSESS:

1. Risk-taking
2. Creativity
3. Perseverance

PAUL K. EDMUNDS, '93, '95

WHEN OUR **LOVE** IS EVIDENT TO OUR STUDENTS, **GREAT THINGS** HAPPEN.

PEARL HICKS, '96

LEARN

... from every student, every teacher
... what works, what to leave behind
... that everyone has a story
... there's always a silver lining.

DEBBIE WAHLIN, '82

BE FLEXIBLE

DARREN HARDY, '65, '00

Have **FUN** teaching
Hang with *positive thinkers*

Engage

students' minds rather than "disciplining and managing" them.

DOUG PUSSEY, '80, '98



Speaking of

Research

BY SARAH DICKSON AND CYNTHIA GLAD

Photography by Bradley Slade

Coughing. Wheezing. Chest tightness. So 25.7 million Americans pull out inhalers to treat their asthma. But what if that inhaler causes new problems?

That is just one of the issues Kristine M. Tanner of the McKay School is investigating.

The National Institutes of Health (NIH) has provided two multimillion-dollar grants to help her, her research associates, and her students in her communications disorders lab figure out this and other airway problems involving the voice.

Two multimillion-dollar National Institutes of Health grants allow Kristine Tanner, her research associates, and her students to investigate voice problems.



Tanner is the principal investigator of a \$2.5 million grant and a coinvestigator with BYU mechanical engineering professor Scott L. Thomson on a \$3 million grant. Counting the various subawards, 16 researchers from seven universities are included.

“The NIH Ro1 grant is an extremely prestigious and highly competitive award. We are very proud of Kristine for securing these federal grants,” said Martin Fujiki, chair of the McKay School’s Communication Disorders Department.

Both grants were received within a few weeks last summer. Because of various challenges just before the applications were due, including an emergency appendectomy, Tanner felt it was “truly a miracle to even get these submitted,” and then it was even more miraculous that they were approved.

Tanner’s grant will study the inhaler issues. Up to 50 percent of those using the breath-saving medication develop voice disorders, usually hoarseness—some in as little as two weeks. Tanner is working on understanding why these ailments occur.

On the project with Thomson, the team will investigate how stenosis, or narrowing of the airway, affects the voice. Thomson has a background researching the biomechanics of human voice production, which pairs well with Tanner’s research interests in laryngeal and airway surface tissue hydration and environmental irritants, voice disorders epidemiology, and professional voice issues.

“People think, ‘Oh, that’s cute. Their voice is a little hoarse,’ or that it doesn’t matter,” said Tanner about these vocal issues. “But if you think about the number of jobs in which you don’t have to use your voice at all, they are very few.”

Multidisciplinary Methodology

Through the course of this research, each year eight to 10 undergraduate, master’s, and doctoral students will gain experience studying children, adults, and animal models. This will include analyzing pictures and video of vocal cords in action, listening to recordings of asthma patients speaking, vibrating tissues from animal models, and chemically analyzing tissues for inflammation. Students will also work with experts from

the University of Utah, the University of Wisconsin–Madison, and Purdue University who are ear, nose, and throat specialists, pulmonologists, bioengineers, health scientists, and others who are at the top of their fields.

One student was recently overwhelmed with some of the math involved in the research. But she talked about how, because the project is using a cross-disciplinary approach, there are others who could help with the math, and she can contribute with her own strengths.

Tanner’s lab was expanded over the summer to help make room for this collaborative work. In addition to the existing 300-square-foot lab dedicated to studying the voices of patients with asthma and voice disorders, another 200 square feet in the former seminary building next to the Taylor Building was remodeled.

“It is a new research lab dedicated to developing models for voice production in people with asthma,” Tanner said. “This is a very important addition to our research, because it is a place for collaborative research including communication disorders, medicine, and mechanical engineering and bioengineering.

Modeling the voice in people with voice problems is an important step in developing cures and new treatments. It allows us to understand why people with asthma are at risk for voice problems so that we can develop and test new cures. It is like working with a virtual voice. These two research strategies cross-pollinate to maximize the outcomes

“
I have such
a strong testimony
that if it is in line with
God’s will, if it is
compatible, we will
receive those
blessings.

—KRISTINE TANNER



of our research for those with asthma. Students are employed in both labs and are integral to the research happening there.”

Research and Prayer

That all adds up to better experiences for students. “I don’t view teaching any different in the lab or the classroom. It is all teaching and mentoring,” Tanner said. “I have so many flaws, but I do pray for my students every day—the ones in my classroom and in the lab. I pray that I can help teach them in a way that will help take care of my shortcomings. I have such a strong testimony that if it is in line with God’s will, if it is compatible, we will receive those blessings.”

Amber Prigmore is one of Tanner’s current graduate research assistants, and she also worked in her lab for three

years as an undergraduate student. She has been able to do some preliminary data collection and literature reviews for these projects. She feels that the opportunity to be a research assistant has been very important in preparing her for graduate school and for her future career.

“I feel like it has exposed me to this whole new world that I really didn’t know existed,” Prigmore said. She plans to get licensed as a speech-language pathologist and then go on to get her PhD and do research. “Having been in Professor Tanner’s lab for so long now, it has been invaluable learning the ropes of academia a little bit more and learning what research is really all about. It has been very valuable for my future career plans,” she said. She recommends the experience to others: “I really think all undergraduate students should get involved—at least for some time—in research.”

Tanner is grateful to the McKay School and the NIH. She said the McKay School has been a big help, offering equipment and space and providing internal grants that have supported the pilot research. The NIH was very generous in their grants, and Tanner realizes the responsibility that comes with these funds. “[The NIH] doesn’t just support good research—they want the best research, the greatest research,” she said. “We need to work as hard as we can so we can prevent and cure these communication problems.”

Pathway to PhD

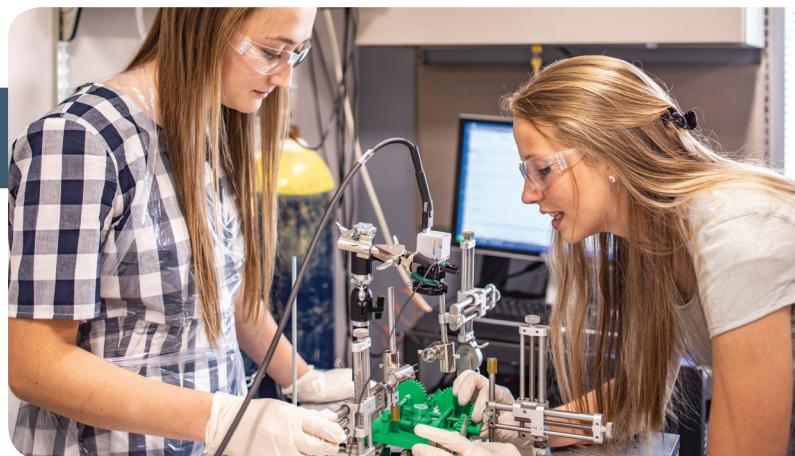
Three students from Tanner’s lab are currently in PhD programs. Not bad since she has only been teaching here for six years.

- Robert Fujiki, MS
Purdue University
- Mark Berardi, BS
Michigan State University
- Maya Stevens, MS
University of Utah

These three are part of the reason the Survey of Earned Doctorates report recently named BYU number five in the nation for undergraduates who later receive PhDs. A *BYU News* article states that BYU trails only the University of California–Berkeley, Cornell University, the University of Michigan, and the University of Wisconsin

for graduates who went on to earn research doctoral degrees between 2007 and 2016. BYU produced nearly 3,000 during that time. The report is sponsored by six federal agencies.

Tanner thinks that student involvement in research has made a big contribution to that ranking. She said, “Harvard, Stanford, Brown, Yale, Princeton, UCLA—if you think of all these outstanding schools, BYU being number five is incredible! I don’t know all the reasons why this is the case, but I think one reason is that students get exposure to research so early.



“They learn how much they can give back to society. They learn that their influence can be broader because the work you are doing can impact hundreds of clinicians,” she continued. “Students become autonomous very quickly in the lab. They are encouraged to find solutions and then talk about it in a lab meeting. They know how to find several possible solutions and then go to supervisors and ask what they think.”



Professor Kristine Tanner with students Amber Prigmore, Brittany Mills, and Meg Hoggan. Tanner was awarded two major NIH grants to investigate voice problems. These grants will enhance student research opportunities at the McKay School.



Inspiring Learning: DONATIONS, ACADEMIC EXCELLENCE LEAD TO MAJOR RESEARCH GRANTS

The David O. McKay School of Education has always focused on providing inspiring learning experiences for students through research and student teaching. Generous donors have been instrumental in this effort. Donors help raise the level of preparation of students and enhance the quality of our offerings. As a result, our efforts are being recog-

nized on a national level, as evidenced by the two major research grants awarded by the National Institute of Health (NIH).

These prestigious grants would not have happened without donor-supported foundational research. Now marvelous new inspiring learning opportunities have opened for students to work on world-class research with talented faculty

members. This is just one example of how the McKay School is moving forward in significant ways.

Our successes are a team effort by faculty, staff, donors, and students. Thank you for making the McKay School an institution in which inspiring learning is fundamental to our work.



See more advice from alumni to the newest graduating class on page 20.