Colleagues!

 Your input is needed.

 This year (my 83rd), I was invited to apply for a Middle School ISS job (In-School Suspension) Supervisor. I was hired on the strength that I would bring a new perspective to this job; some think it is odious because it deals with middle school age youth who get into some kind classroom trouble. The interview committee were sold on Imaginal Education. The school principal and two assistant principals give me solid support to do my thing.

 After two and one-half months, I’m brain dead as to what kind of curriculum to develop to meet the needs associated in this project. The problem to solve is written in an email by a respected local program director. He is a mentor of previous years and sent the following email:

Most behavior analysts will tell you that every behavior has a function and there are conditions that maintain that behavior and those that don’t. If you can define the function of the behavior accurately and manipulate the conditions surrounding the frequency, intensity, etc. of the behavior, then you can either increase the occurrence, intensity, etc. of a presumably desirable behavior or you can decrease or even extinguish the occurrence of undesirable behavior.

(Jeff Hayes. Coordinator Special Education. Opportunity Now: USD 305.

An email to William E. Salmon, September 05, 2013. 10:33 p.m.)

Ah! Here’s the rub*: . . .If you can define the function of the behavior*

 *accurately. . .*

What does Imaginal Education offer to help define the FUNCTION of the behavior of those whose behavior has transgressed on others?

I can intuit that IM provides the tools to either support the positive response, and/or that IM can support decreasing/extinguishing the undesirable activities.

A scenario or two would really stimulate my imagination and serve to get me going in the right directions.

Thank you so much!

Inner Peace,

Bill Salmon

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