

VFN Lunch and Learn

Conquering the Upcoming Shifts of School Changes

Kelly Henderson, Ph.D.

Executive Director, Formed Families Forward

and proud member of Virginia Family Network Advisory Board

Who we are

Formed Families Forward is a family-led resource center in Northern Virginia. We focus on training and direct support to foster, adoptive and kinship families who are raising children and youth with special needs, and the professionals who support them.



What we do

- Trainings and Webinars
- Classes
- Consultations
- Events
- Systems navigation
- Peer support groups
- Childcare/ COVID
- Resources including Videos on trauma & family engagement & accompanying fact sheets

All free of charge to the families that we serve.

Community Engagement

Participant in four NoVa Trauma Informed Community Networks (TICNs)

Family partner to Virginia Tiered System of Supports (VTSS), a VDOE project

Contact Us

www.FormedFamiliesForward.org

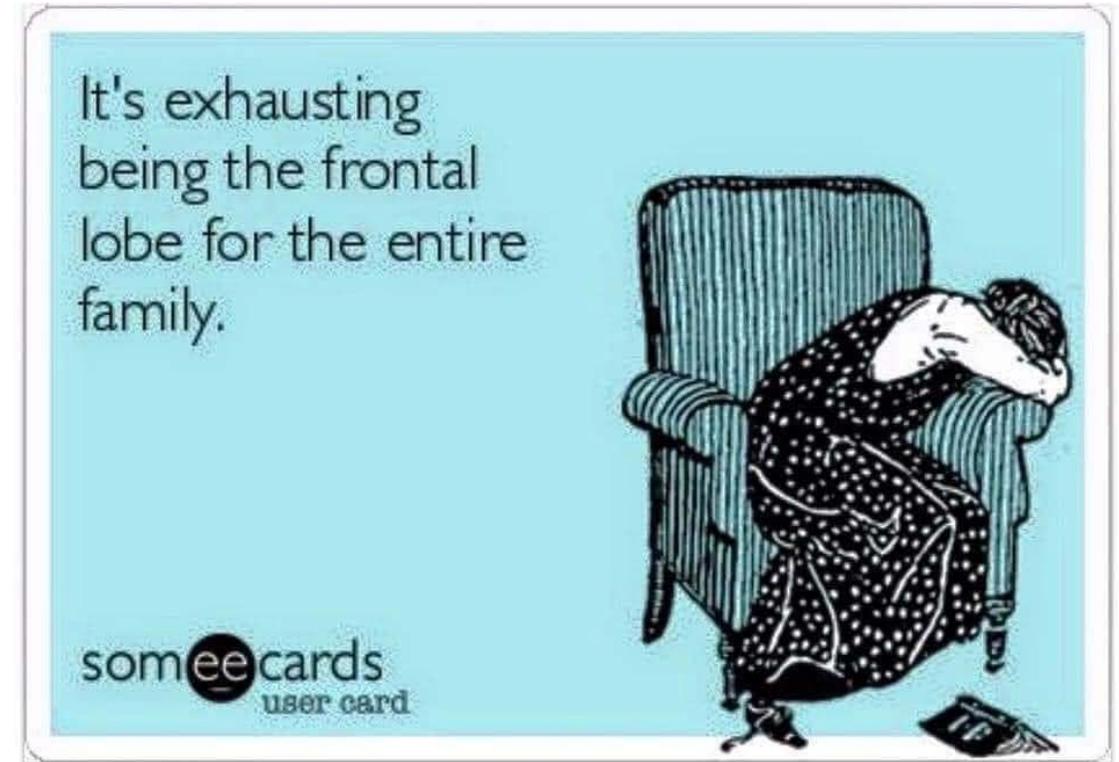
[Kelly.Henderson@](mailto:Kelly.Henderson@formedfamiliesforward.org)

formedfamiliesforward.org

FORMED FAMILIES **FORWARD**

Our Plan

- Governor's Order
- Special Education during COVID, past, present, future?
- Virtual learning tools for supporting social emotional and behavioral needs of children and youth at home and hybrid



Sources

FFF Webinar 10/21/20 - [*Special Education during a very Special Fall: What Families Should Know about IDEA during the COVID Pandemic*](#) by Maria Blaeuer, Director of Engagement and Outreach, Advocates for Justice and Education, Inc., Washington, DC

[*Fairfax SEPTA webinar on Recovery Services*](#) with Hank Millward, VDOE, broadcast on 2/16/21

[*Half-way Hacks: Tools for Virtual Learning at Home*](#), FFF webinar, broadcast on 2/11/21

Governor's Order



February 5- Gov. Northam calls on K-12 school divisions to make **in-person learning options** available by March 15, 2021

Consistent with [health guidance](#) from Va Dept of Health Jan. 15, 2021

Recommends following CDC's CDC's *Indicators for Dynamic School Decision-Making*, which is now the [Operational Strategy for K-12 Schools through Phased Mitigation to Reduce COVID-19 \(Feb. 12, 2021\)](#)

Will be supporting local decisions around expanding **summer learning opportunities**. Not mandating extended learning time during summer, but Administration is “in the process of determining additional resources to support this as an option for school divisions to offer.”

Special Education still has the same meaning & legal basis it has always had

- Special Education means specially designed instruction & related services, provided at no cost to parents, to meet the unique needs of a child with a disability; it can include special instructions in various settings (classrooms, home, hospitals, other settings).
- The right of a child with a disability to Special Education is created by, and protected by, federal law, Individuals with Disabilities Education Act (IDEA).
- IDEA is a federal law that lays out what states MUST do if they wish to receive federal funding for the education of children with disabilities.
- Under this law parents and children with disabilities have certain rights; those rights remain the same during the COVID-19 response.

Based on presentation by Maria Blaeuer, Advocates for Justice and Education, Inc., Oct 2020

The law is still the law – there are no waivers, no exceptions and no shortcuts.

None of the requirements outlined in IDEA and, for that matter, the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* can be waived.

As such, any requirements for IEP development, review and revision; evaluations and eligibility; the provision of special education and related services; data and reporting; monitoring; and funding are still in place.

However, methods to meet these requirements may look different during this time.

Based on presentation by Maria Blaeuer, Advocates for Justice and Education, Inc., Oct 2020

So what is Special Education really, RIGHT NOW, during distance and hybrid learning?

Still individualized instruction specially designed to meet the unique learning needs of a student, and right now, that means meeting their needs during virtual or hybrid – whatever it is your school is providing.

The COVID-19 response makes it extra clear that special education is a bundle of services not a place.

What does special education do for a student right now?

It still ensures access to general education curriculum, creates a right to an appropriately ambitious education, and protects the student's rights.

Based on presentation by Maria Blaeuer,, Advocates for Justice and Education, Inc., Oct 2020

So, when we go back, what do we need to do?

- Remember IEPs are goal driven, substantive documents, not checklists.
- Talk about where their student is, versus where they were anticipated to be (goals).
- If services were declined, talk about why. Ask for Prior Written Notice.
- Consider Compensatory Education (or “Recovery Services” in Virginia)
 - Needs to be useful and useable
 - Can be creative / something different
- IEP needs/goals might be different

Families have always needed to monitor their child’s progress towards goals and make sure that the IEP is being implemented and services delivered. This is especially important right now!

Based on presentation by Maria Blaeuer, Advocates for Justice and Education, Inc., Oct 2020

Recovery vs. Compensatory Services

Compensatory Services-

- Not explicitly defined in IDEA but referenced in statute and regulations
- Used when: Failure to implement the child's IEP (per VDOE: not applicable when a school closes); Failure to evaluate or reevaluate within required timelines; Other violations of special education laws and regulations that impacted on a child's access to or provision of FAPE
- 'While IDEA provides for compensatory services when there is a denial of FAPE, the services offered by Virginia school divisions to address a loss of services due to COVID 19 should be referred to as 'COVID recovery services'.

Recovery services-

- Focus on "recoupment"
- Families may need to request recovery services and an IEP team meeting should be held. Team should look "at the totality of the circumstances for each student and determining the amount of service needed to remedy the educational deficits resulting from a failure to provide a FAPE."
- Parental input is key and parent information and concerns must be considered in determining whether or not COVID recovery services are necessary for FAPE, how much service time is needed, and how the services will be delivered

4 Key Virginia resources on special education

- [VDOE Considerations for COVID Recovery Services for Students with Disabilities](#)
- [VDOE Special Education and Student Services Frequently Asked Questions \(FAQ\)](#)
- [Regulations Governing Special Education Programs for Children with Disabilities in Virginia](#)
- Procedural Safeguards Notice from your school

We are Missing Connection

- Tough year! Families have, do and will continue to bear a lot of responsibility for supporting the learning of their children and youth.
- Even with “return to school”, students will be learning from home more than before COVID.
- Offering some *Half-Way There* tools for supporting social emotional and behavioral needs at home. Resource sheet!





Social emotional and behavior supports for young children

- Cue Cards
- Social stories
- Regulation visuals, ex. Feelings thermometers, emotion cards, *First...then...* visuals
- Sensory supports



Tools for Social Emotional Learning with Younger Children

I can use words to tell people how I feel.

I say, "I am mad."

I'm mad!



or

"I don't like that."

I don't like that!



FEELINGS THERMOMETER

How do you feel?

What can you do about it?



ANGRY, FURIOUS, EXPLOSIVE

▶ Yelling, Stomping, Meltdown

- Vigorous physical exercise
- Breathe deep breaths
- Take a warm shower or bath



FRUSTRATED, ANNOYED, IRRITABLE

▶ Arguing, Refusing, Shutting down

- Meditate/pray
- Listen to favorite music
- Take a fast-paced walk



ANXIOUS, WORRIED, UNSETTLED

▶ Pacing, Avoiding, Clingy

- Talk to a family member/friend
- Pay attention to each of your 5 senses
- Focus on what you *can* control



SAD, NEGATIVE, LONELY

▶ Crying, Withdrawn, Slowed/Disengaged

- Set a positive goal for the day
- Call a friend or relative
- Journal about your feelings



HAPPY, CALM, CONTENT

▶ Smiling, Laughing, Engaged

- Help someone else
- Notice and enjoy your positive mood
- Engage in an enjoyable activity

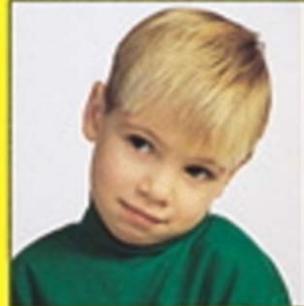


Wisconsin Office of **Children's Mental Health**

children.wi.gov



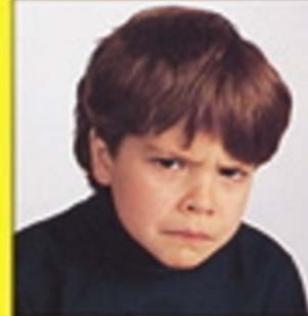
happy



shy



sad



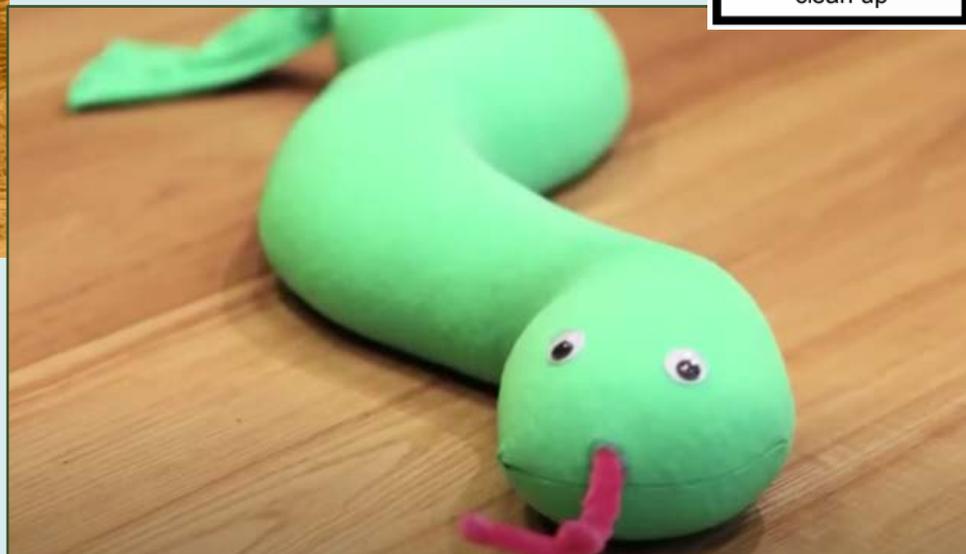
angry



Tools for Social Emotional Learning with Younger Children

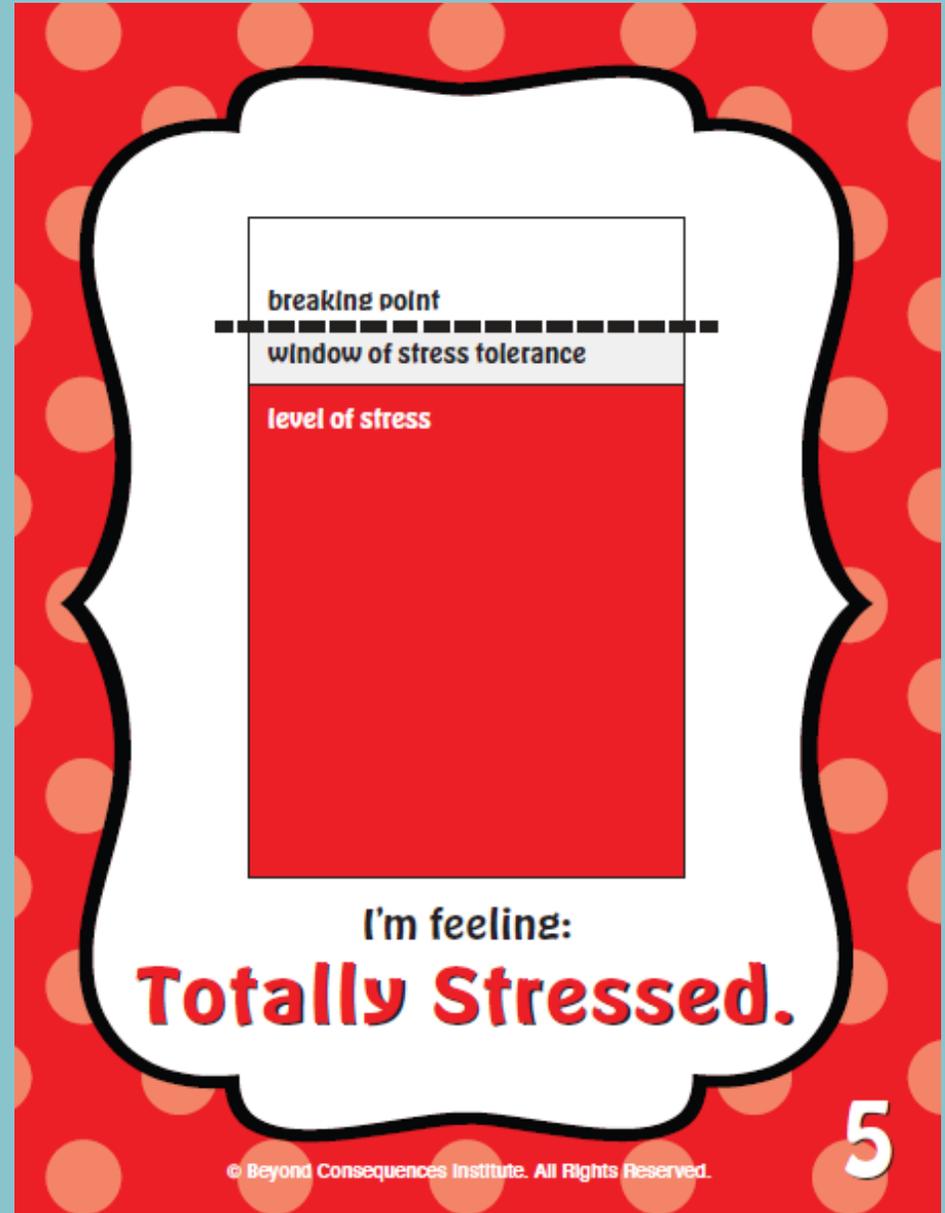


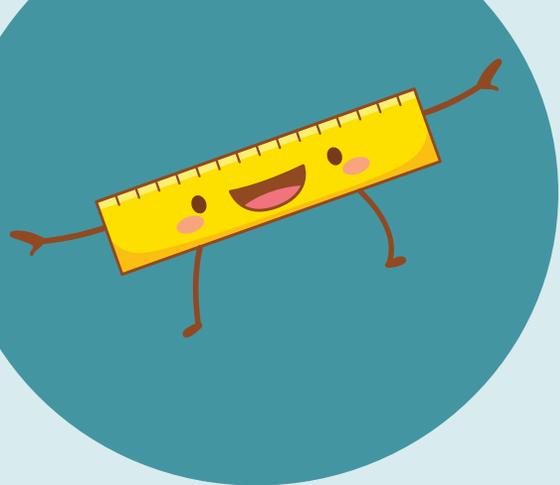
<p>First</p> <p>loop velcro dot</p>	<p>Then</p> <p>loop velcro dot</p>		
<p>clean up</p>	<p>bath</p>	<p>shower</p>	<p>eat</p>



Social emotional and behavior supports for older children

- Regulation Tools
- Token/*Working For* Boards
- Recognition/ incentive visuals
- Where possible, educators and families mirror and reinforce each other (ex., school/home contracts)





Social Emotional and Behavioral Support for Older Children

1	2	3	4	5
<p>I am working for</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>				
6	7	8	9	10

Template for Home/School Agreement

Purpose:

Dates of Agreement:

Area:	Student Actions:	Parent/Caregiver Actions:	School Actions:
Attendance			
Participation			
Readings and independent work in class			
Homework between sessions			
Group work			
Course Help			

Recognition/Rewards: Student will receive _____, when _____, and by whom _____.

Behavior Contract
Siblings

We, _____, agree to make an effort to get along with each other by:

- Showing each other respect in words and body by refraining from name calling, blaming, and physical fights
- Trying to first solve our problems ourselves by calmly talking it out
- Asking for assistance from an adult if we cannot work out a problem ourselves
- Respecting each other's space and privacy
- Taking turns nicely

If we successfully stick to the expectations of this contract, we will be rewarded by:

|

If we don't make the appropriate changes, we will have this consequence:

Your Experiences and Thoughts?

Kelly.Henderson@FormedFamiliesForward.org

Formed Families Forward- <https://formedfamiliesforward.org/>

Follow us on Facebook!

<https://www.facebook.com/FormedFamiliesForward>

Instagram-

<https://www.instagram.com/formedfamiliesforward/>

Twitter- <https://twitter.com/FormedFamilies>