

# New Year, New Lens

PWCS Family Resource Center

January 25, 2024

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Coordinator



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[www.FormedFamiliesForward.org](http://www.FormedFamiliesForward.org)

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FAMILIES **FORWARD**

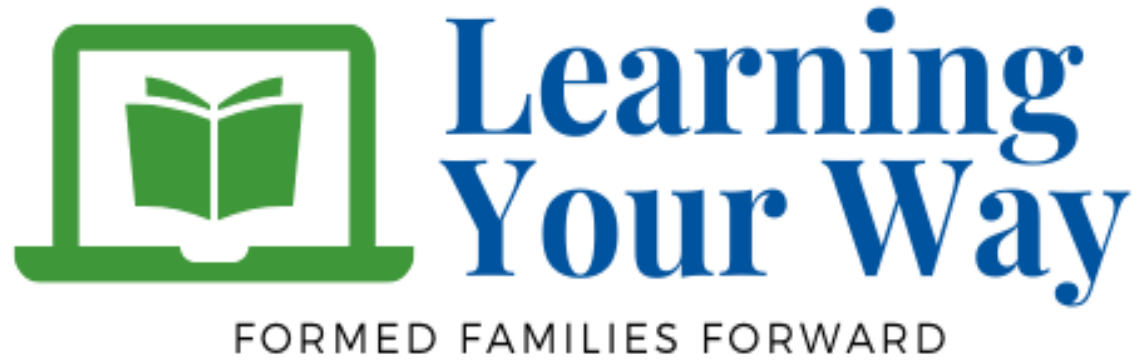
# Formed Families Forward - who we are...

- A family-led resource center in Northern Virginia supporting foster, adoptive and kinship families who are raising children, youth & young adults with special needs, and professionals who work with our families.
- We offer free training, consultations to families, events, resources, and systems navigation. Also - peer support groups; Resource Directory; *Learning Your Way* self-paced classes; videos; parenting and youth classes, and other resources.
- Family partner to Va Tiered Systems of Supports (VTSS; a VDOE project)

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Registration will open Feb. 1, 2024  
Check the website for registration link

<http://bit.ly/LYWSpring24>

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YOU'RE INVITED TO



*Spring Forward*

Foster, Adoptive & Kinship Family Fun Day

featuring keynote **Reignite Your Why!**  
by author & trauma expert Jessica Sinarski, LPCMH

Saturday, April 13, 2024, 8:30 AM - 2 PM  
GMU Science & Tech Campus, Manassas  
Register at [FormedFamiliesForward.org](https://formedfamiliesforward.org)

# Mark your calendars!

Saturday, April 13, 2024

8:30 AM - 2 PM

GMU Science & Tech Campus,  
Manassas

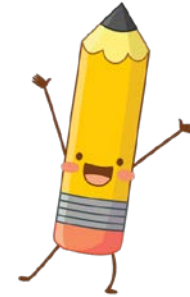
<https://bit.ly/SpringForward24>

# Tonight's 3 Big Goals

- Focus on the Brain



- Practical Tools for second half



- How to leverage specialized supports, if needed



# Behind the Behavior is a Need

- Need is what drives a behavior. A need is what makes a behavior functional for the child (although the behavior itself can be undesirable and harmful).
- Stress often manifests itself through behaviors when children either cannot or do not feel safe enough to express their anxieties, fears, etc.
- Children and teens often do not tell us directly what they need. **They behave. To understand their needs, look behind their behavior.**
- Services to 'solve behaviors' are often ineffective because they don't meet the need behind the behavior for that individual.
- A prescriptive, standard & reactive response to 'misbehavior' often fails to address the need.
- Respond to the need, not the behavior.



# Part 1- Brain first



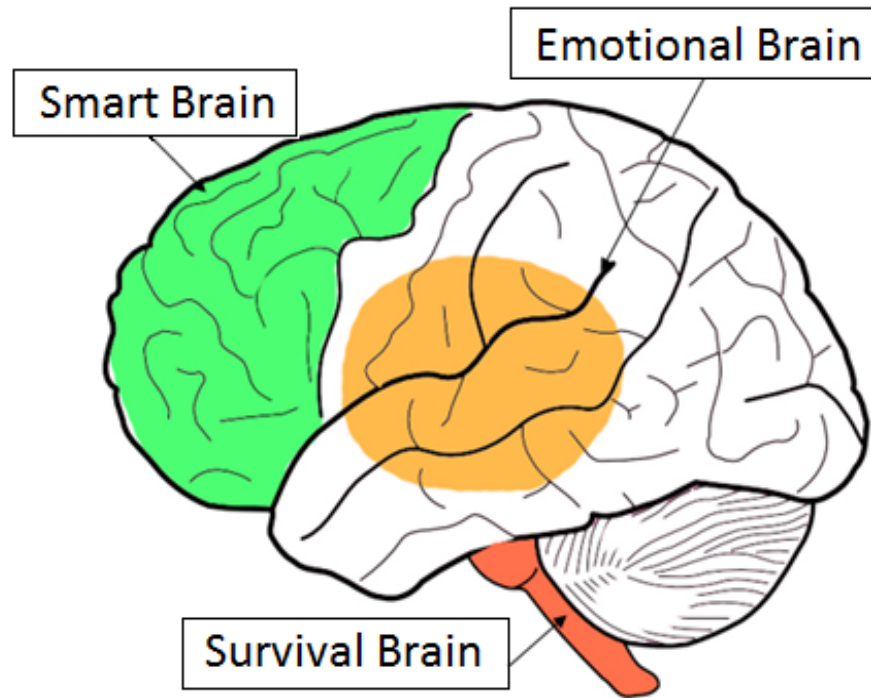
## Observable Behaviors

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Individual Differences  
The Physical Body  
Sensations  
Feelings  
Thoughts/Ideas



# The Brain's Response to Stressors



## Understanding the Brain

Hand Brain Model, Dr. Dan Siegal

<p><b>Survival Brain</b> Sensation Autonomic functions Survival strategies: fight, flight, freeze, submit, &amp; collapse</p>	<p><b>Emotional Brain</b> Expression/ regulation of feeling Memories relationships/ attachment</p>	<p><b>Amygdala</b> Smoke alarm</p>	<p><b>Thinking Brain</b> Critical thinking Problem solving, planning, creativity, beliefs, impulse control</p>	<p><b>Offline Brain</b> Survival brain <i>in control</i> Not able to access the thinking brain.</p>
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Childhood Abuse Society

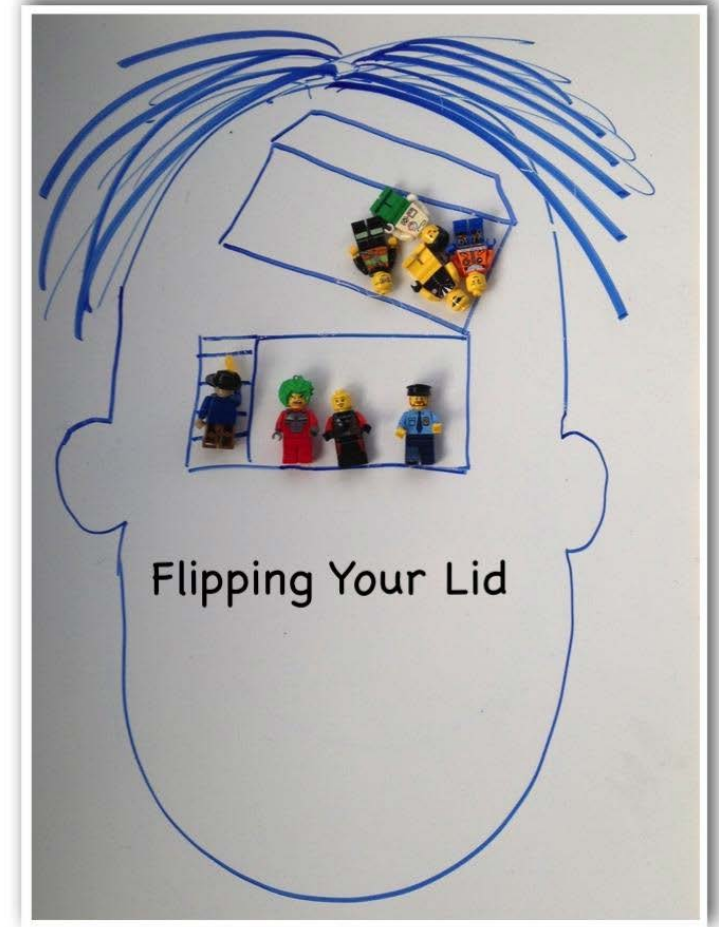
Siegel video: <https://www.youtube.com/watch?v=gm9CIJ74Oxw>



# Flipping Your Lid

What does it look like when a lid is flipped?

- Yelling
- Slamming doors
- Stomping
- Swearing
- Arguing
- Having a tantrum
- Shutting down
- Giving the silent treatment
- Eating
- Sleeping



# Survival Mode Responses



**FIGHT**



**FLIGHT**

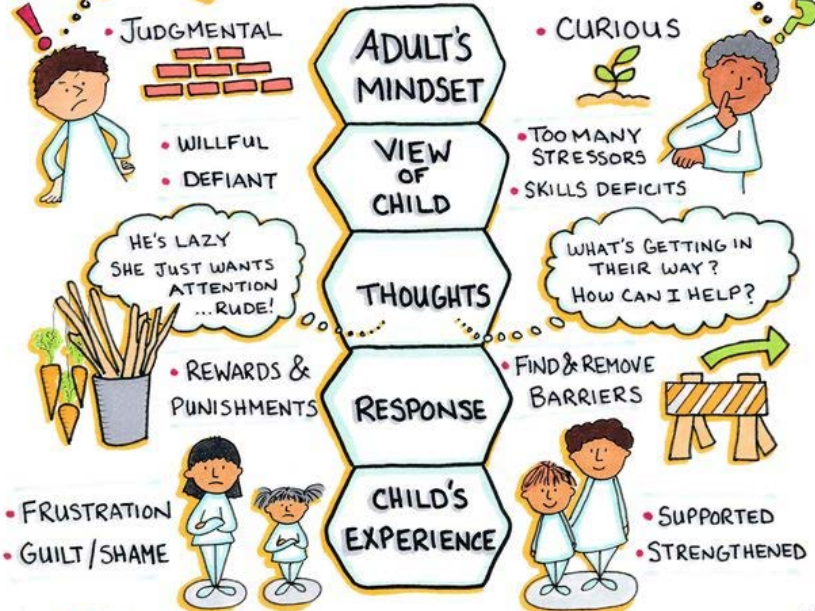
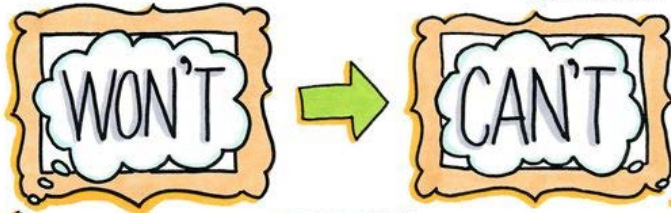


**FREEZE**

FORWARD

# REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"  
~ROSS GREENE



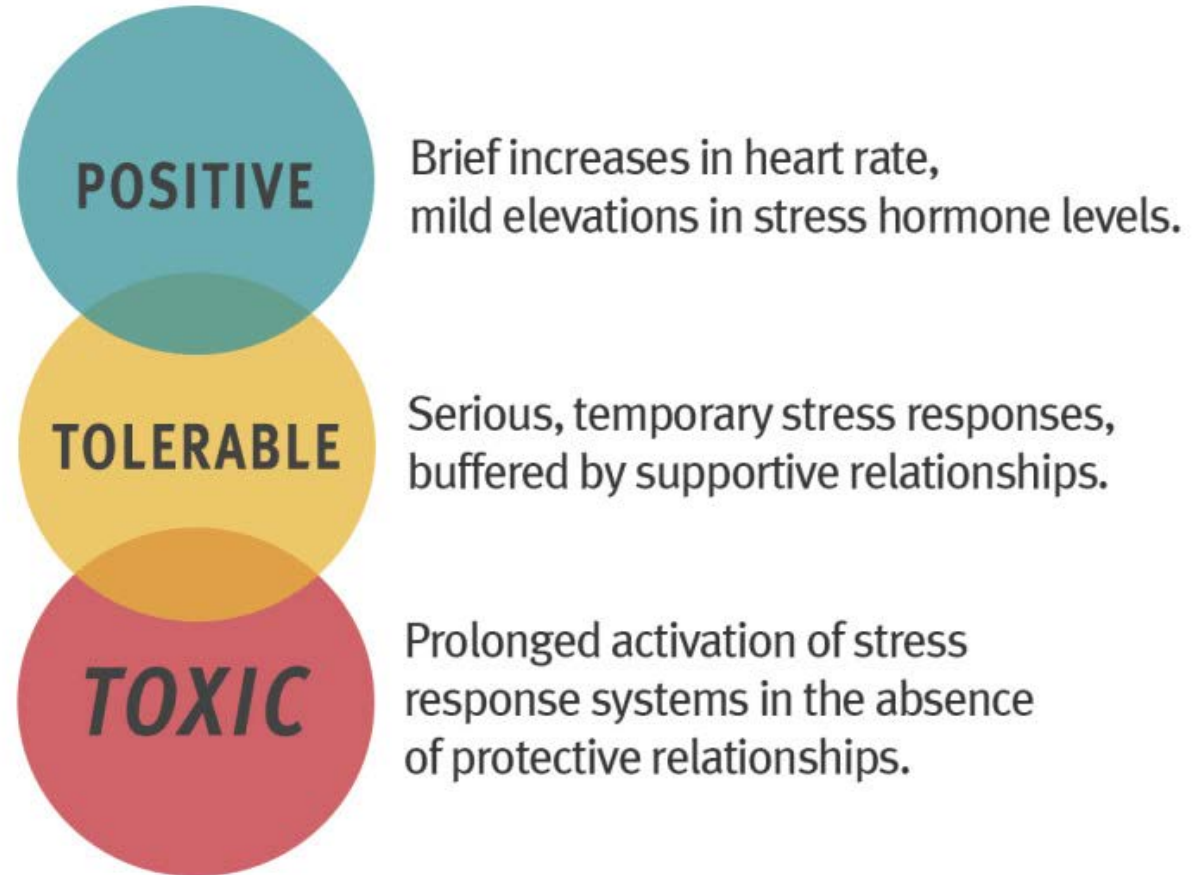
"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"  
~Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"...finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

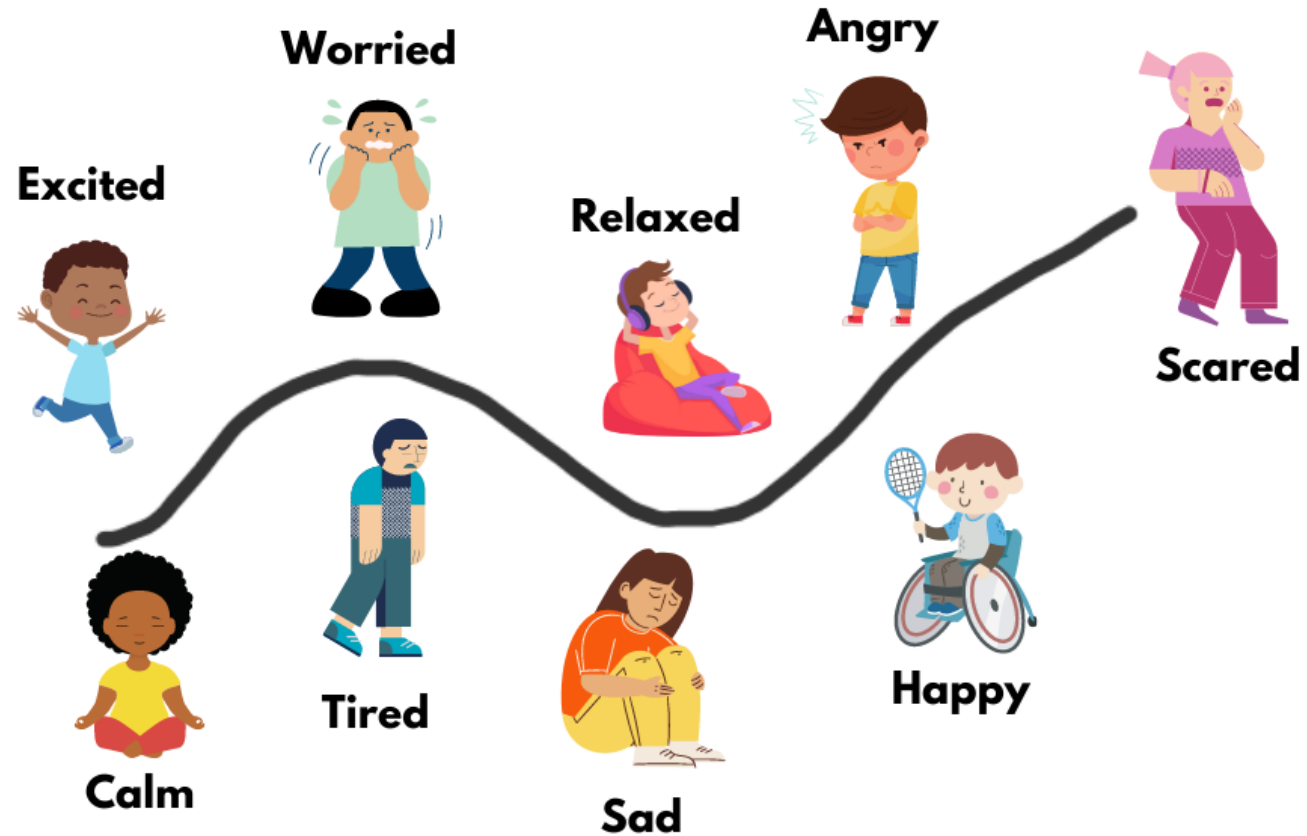
@kwiens62

# Types of Stress

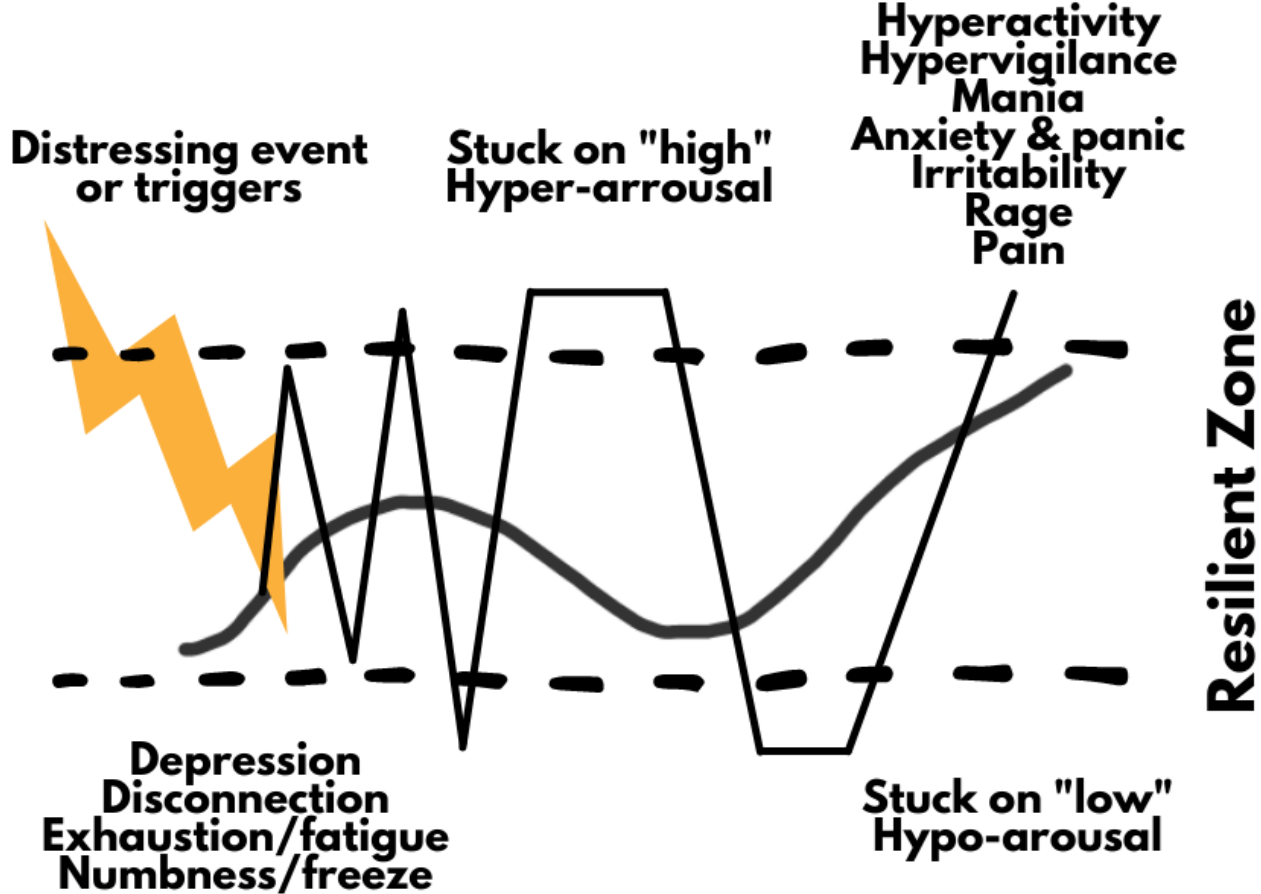


# Dealing with Stressors

## MANY EMOTIONS RESIDE IN THE RESILIENT ZONE



# THE RESILIENT ZONE



Source: Leitch, 2017

# How to Live in the Resilient Zone?

## Make the Zone larger

- Foster a community of safety
- Build trusting relationships
- Reduce sensory stimulation
- Create predictability with routines and expectations
- Connect and create consistency across all activities



## Return to the Zone after dysregulation

- Remain calm and avoid escalation
- Lean into relationships
- Proactively identify safe places
- Listen and validate
- Identify a menu of calming techniques

# Discipline Cheat Sheet


## Instead of that, Say this.

Simple phrases and ideas for diffusing tough situations with your child.

 <p><b>What were you thinking?!?!</b></p> <p><i>Instead say:</i> I'm going to help you with this.</p>	<p><b>How many times do I have to tell you?</b></p> <p><i>Instead say:</i> I'm going to do ( ) so that it will be easier for you.</p>	<p><b>Stop it! You are embarrassing me!</b></p> <p><i>Instead say:</i> Let's go to a quieter place to get this sorted out.</p> 
<p><b>If you don't stop that, no Xbox for a week!</b></p> <p><i>Instead say:</i> I can see this is tricky for you. We are going to solve this later. Let's get a drink of water.</p>	 <p><b>Go to your room!</b></p> <p><i>Instead say:</i> Come here. I've got you.</p>	<p><b>No stars on the star chart for you!</b></p> <p><i>Instead say:</i> Let's figure out a better way for next time.</p> 
<p><b>Stop. That. Right. NOW!</b></p>  <p><i>Instead say:</i> If you need to get your mad out - then go ahead. It's okay. I've got you.</p>	<p><b>*Silent eye-roll and frustrated sigh*</b></p> <p><i>Instead do:</i> *Kindness in your eyes and a compassionate hair tousle*</p>	<p><b>You are IMPOSSIBLE!</b></p> <p><i>Instead say:</i> We will get this figured out. I can handle ALL of you. It's all good.</p> 







**Parenting isn't  
stressful at all.**

JESSICA, AGE 27

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# What To Do...

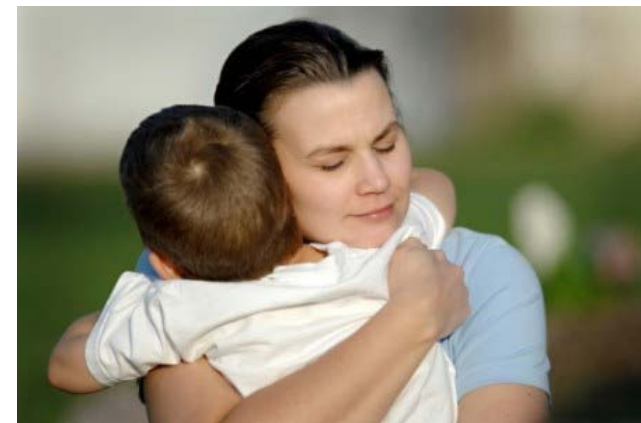
- Build **Relationship** & Reinforce **Routines**
- Support **Regulation**
- Foster **Competency**



# Relationships: Building Safety in Attachment

- #1 protective factor in a child's life is the presence of a stable adult figure; a close, positive bond with at least one adult in a caring role.
- Relationship is the foundation of RESILIENCY
- The attachment system (between child and primary caregivers) provides a model for all other relationships.
- The attachment system is the earliest training ground for coping with and expressing emotions.
- The attachment system provides a safe environment for healthy development and affords the opportunities to meet key developmental tasks.
- Building safety requires several key factors:

# Key factors for parent and caregivers



- Caregiver affect management- Caregivers need to understand, manage and cope with their own emotional responses.
- Attunement- Capacity of children and caregivers to accurately read each other's cues and respond.
- Consistent caregiver response- Provide safe and predictable responses, sensitive to past experiences.
- Building routines and rituals- Develop predictability and rhythm through responsive schedules of feeding, interaction and sleep.

# Relationship-Reinforcing Strategies

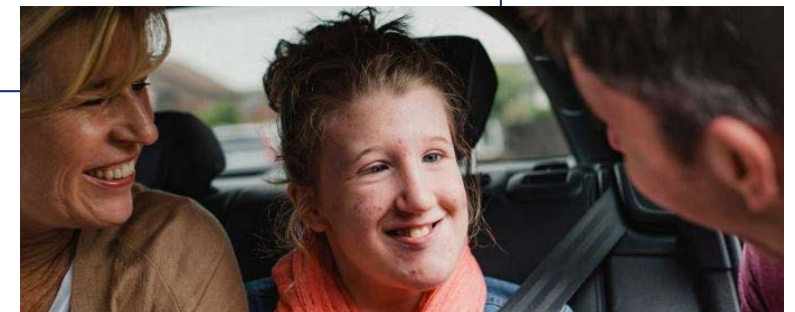


✓ Create **predictable structure**, and stick to it.  
Routines are VERY helpful.

✓ Be aware of your own **physical presence**, tone of voice, volume, body language, etc.  
✓ Maintain an even tone of voice and neutral body language.

✓ Dedicate one block of time per day to **child-directed activity** in which you are fully engaged.

✓ **Make transitions** to new activities or spaces **calm and predictable**.



# Self Care for Parents and Caregivers

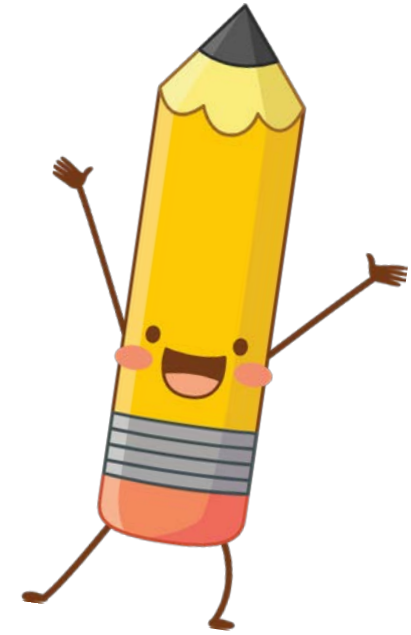
Pause – Reset – Nourish

- **Pause:** Check in with your internal experiences or how your body is feeling at the present moment.
- **Reset:** Actively do something to help you feel steadier, more calm, confident or focused on your next task. Be kind to yourself and remember that these are difficult times.
- **Nourish:** Soak in something positive that replenishes your mind-body-heart-soul-or spirit. Turn your focus towards something that helps you remember your own strength and resilience, or reminds you to take time to tend to yourself. You may ask yourself, “What do I need to nourish myself right now?”

Source: Adapted from NCTSN

## Part 2- Practical Strategies for 2<sup>nd</sup> half

- Managing Time
- Managing Materials
- Social Emotional Supports
- Communicating with educators



# Time Management



- Create master class schedule for 2<sup>nd</sup> semester with breaks clearly marked. Laminate or use sheet protectors.
- For younger or children and youth with reading challenges, use picture symbols.
- In addition to master schedule, review DAILY schedule night prior or morning of to prepare for any unusual or unique schedule changes as well as any special activities, tests, or conferencing with teachers.
- Track assignments noting the class, when and how work was assigned, due date, when and how submitted.

FRIDAY / February 12th

## TODAY'S SCHEDULE

6AM	_____	1PM	_____
7AM	_____	2PM	_____
8AM	_____	3PM	_____
9AM	_____	4PM	_____
10AM	_____	5PM	_____
11AM	_____	6PM	_____
12AM	_____	7PM	_____

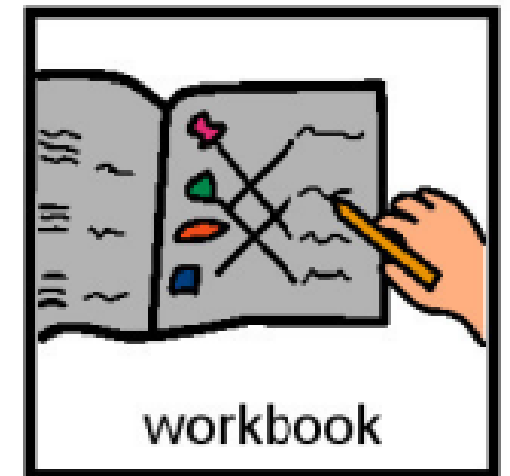
## TO-DO

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- 
- 

## NOTES

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Planner Template © calendartips.com





# Timers

- Apps on phone, device, or desktop.
- Many have sound that can be volume-adjusted or muted.
- Change colors to accommodate visual needs & preferences.
- Physical timers have sand, colored oil, gel, lava-lamp-type material and other features to meet other sensory needs.
- Sand timers- small and can be transported anywhere, require no electricity.
- Some are strictly visual or auditory. Many are both.



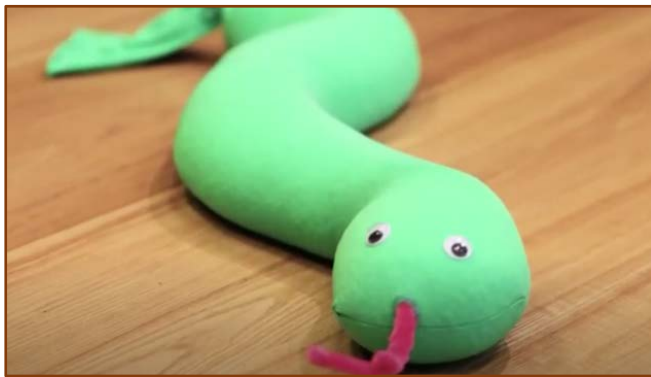
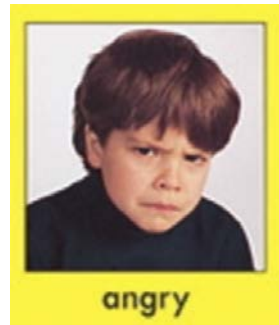
# Materials management

- Dedicate/Rededicate workspace for each child
- Color code materials needed for each subject, period/block
- Rolling carts, especially if no 24/7 dedicated surface area
- Desk shields/carrels
- Sticky/Post-It reminders on or near monitor, or on/in books and workbooks



# Social emotional & behavior supports for young children

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



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!

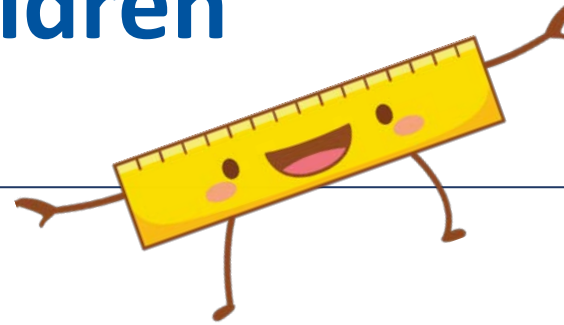
## FEELINGS THERMOMETER

How do you feel?	What can you do about it?
<b>ANGRY, FURIOUS, EXPLOSIVE</b> ▶ Yelling, Stomping, Meltdown	• Vigorous physical exercise • Breathe deep breaths • Take a warm shower or bath
<b>FRUSTRATED, ANNOYED, IRRITABLE</b> ▶ Arguing, Refusing, Shutting down	• Meditate/pray • Listen to favorite music • Take a fast-paced walk
<b>ANXIOUS, WORRIED, UNSETTLED</b> ▶ Pacing, Avoiding, Clingy	• Talk to a family member/friend • Pay attention to each of your 5 senses • Focus on what you <i>can</i> control
<b>SAD, NEGATIVE, LONELY</b> ▶ Crying, Withdrawn, Slowed/Disengaged	• Set a positive goal for the day • Call a friend or relative • Journal about your feelings
<b>HAPPY, CALM, CONTENT</b> ▶ 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

First	Then

# Social Emotional and Behavioral Support for Older Children



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 \_\_\_\_\_.

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

## 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:

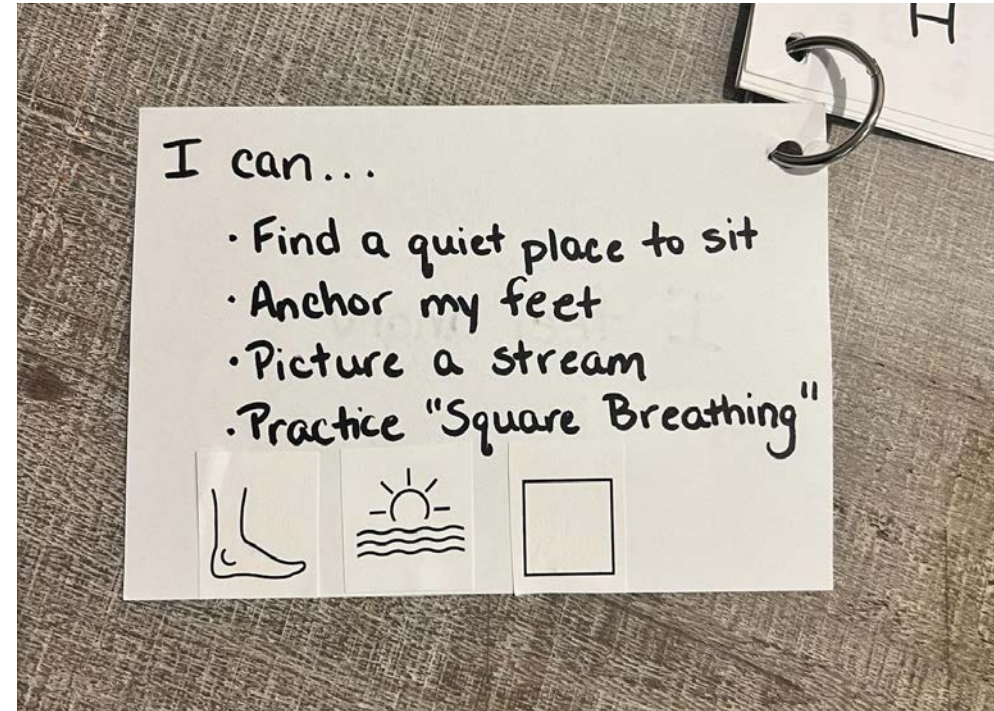
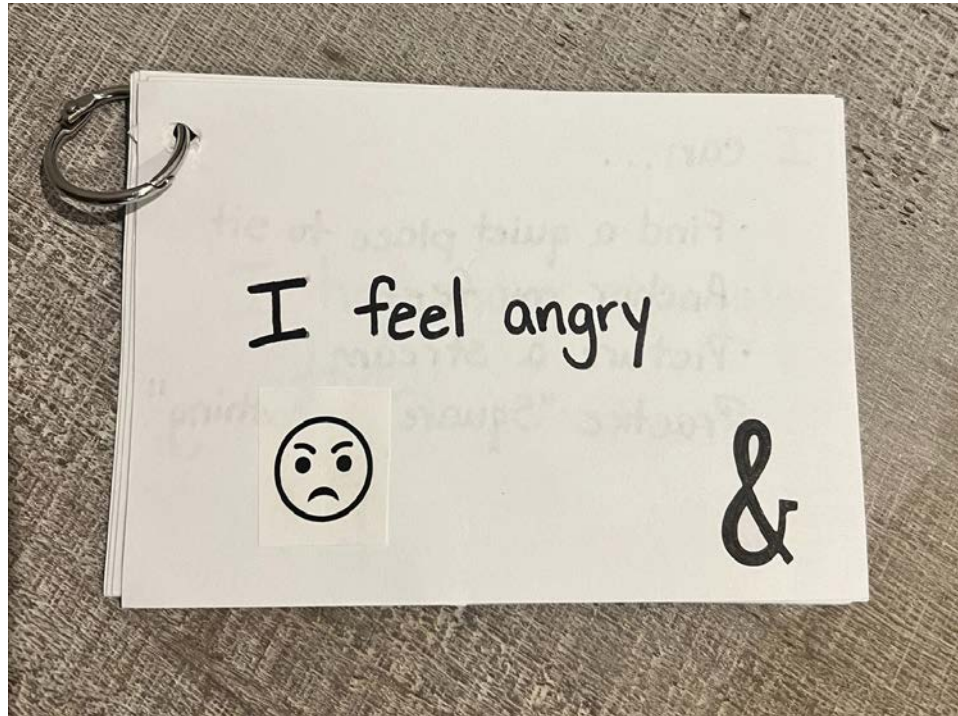
If we don't make the appropriate changes, we will have this consequence:

# I Wonder...

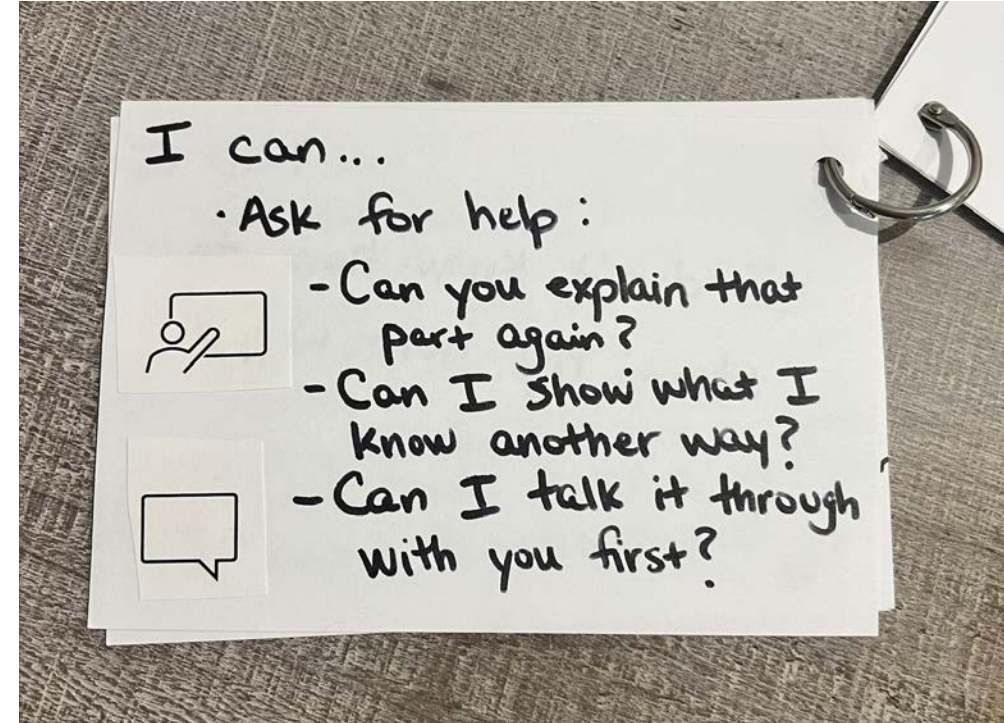
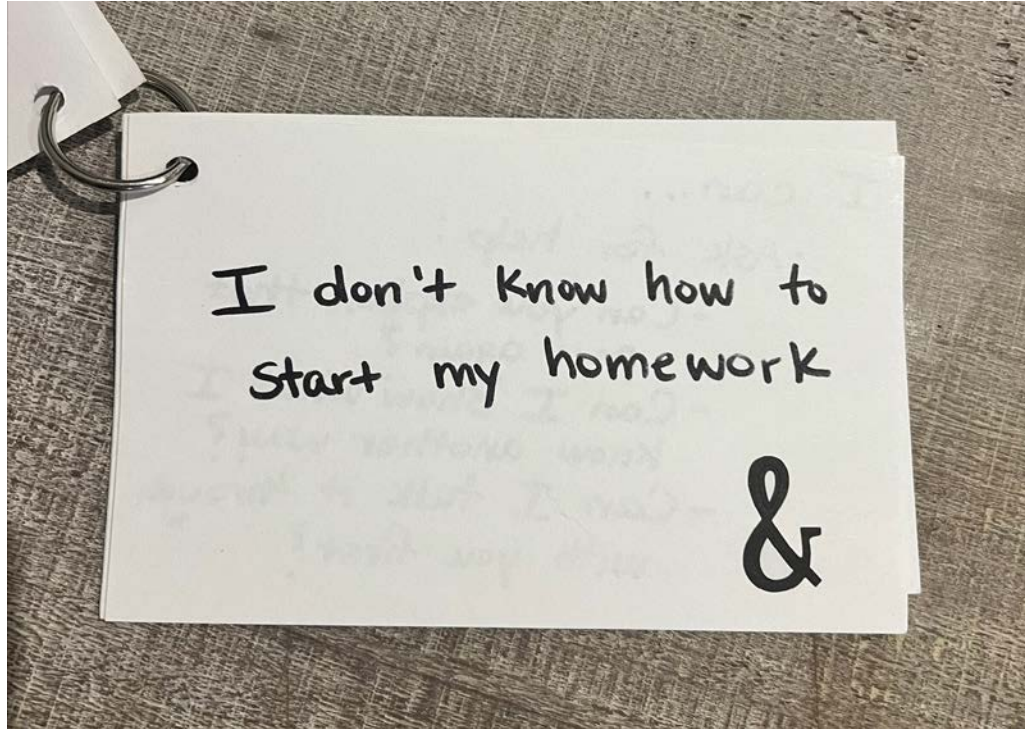
Use “I wonder...” statements to help your child articulate emotions and root causes; prompts ideas to begin brainstorming solutions...

- I wonder if you really like P.E., and you feel sad when this class ends...
- I wonder if writing makes you feel icky and frustrated...
- I wonder if it is hard for you to leave home and start your day at school...
- I wonder if you really want to play with (insert name) and want some help to let them know...
- I wonder if the lunch room is too loud for you, and you would prefer an option to eat in a more quiet space with just one or two friends...

# Ampersand Cards



# More Ampersand Cards



# Academic progress monitoring

## Contact with the school

- Who, when, and how often were you contacted? (Dates, times, frequency)
- Was the information timely? Useful? Overwhelming?
- How were your concerns addressed?
- What specialized services were provided (how often and how much)?

## What your child is working on

- Academic activities, including reading to access content
- IEP goals
- Life skills
- Social skills, behavior, self-regulation
- Physical activity
- Pace of performance

Source: adapted from Michigan Alliance for Families



**We need HELP!**

**Multi-Tiered  
Systems/  
Early Intervention**

**Section 504  
Accommodations**

**Special  
Education**

## **Part 3- How to Access Supports**



# When Behaviors Get in Way of Learning

- Behavior is Communication- Prevention and Early Intervention is better than reactive ‘discipline’
- What to do when there is an increase in disciplinary concerns:
  - Get to know the Code of Behavior
  - Keep a discipline log of all communications, dates, and event details
  - Contact school staff: - Clinical staff; - Teacher; - Case manager; - Administrators; - Behavior specialists
  - Determine if there are unmet needs, lagging skills, bullying or other concerns
  - Request or revisit Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)



# Formal Options for Support

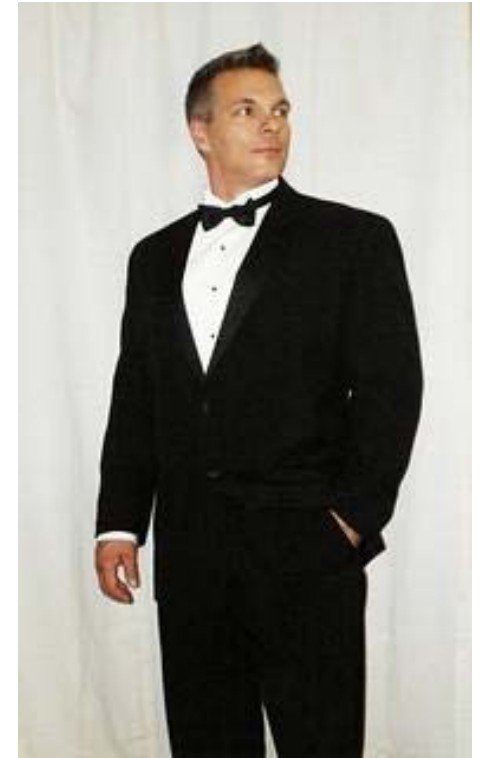
## Access/equal opportunity

- Section 504 of Rehabilitation Act
- Americans with Disabilities Act (ADA)

## Specialized Instruction

- Individuals with Disabilities Education Act (IDEA) and its many parts

Services and Supports through other systems, including Tiered Intervention and Supports



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# Section 504



- Section 504 of the Rehabilitation Act of 1973 protects rights if individuals with disabilities in programs and activities that receive Federal financial assistance, including public schools.
- Prohibits discrimination of those with disabilities- physical or mental impairment that substantially limits a major life activity, including learning, communicating, concentrating, reading, etc.
- Eligible students may have a 504 plan that lays out accommodations and supports

# What is Special Education?

## Individuals with Disabilities Education Act (IDEA)

### Guarantees:

- ★ Free and Appropriate Public Education (FAPE), at no cost to family
- ★ Specially designed instruction to meet the unique needs of a child with disabilities
- ★ Placement in the least restrictive environment
- ★ Family participation in educational planning



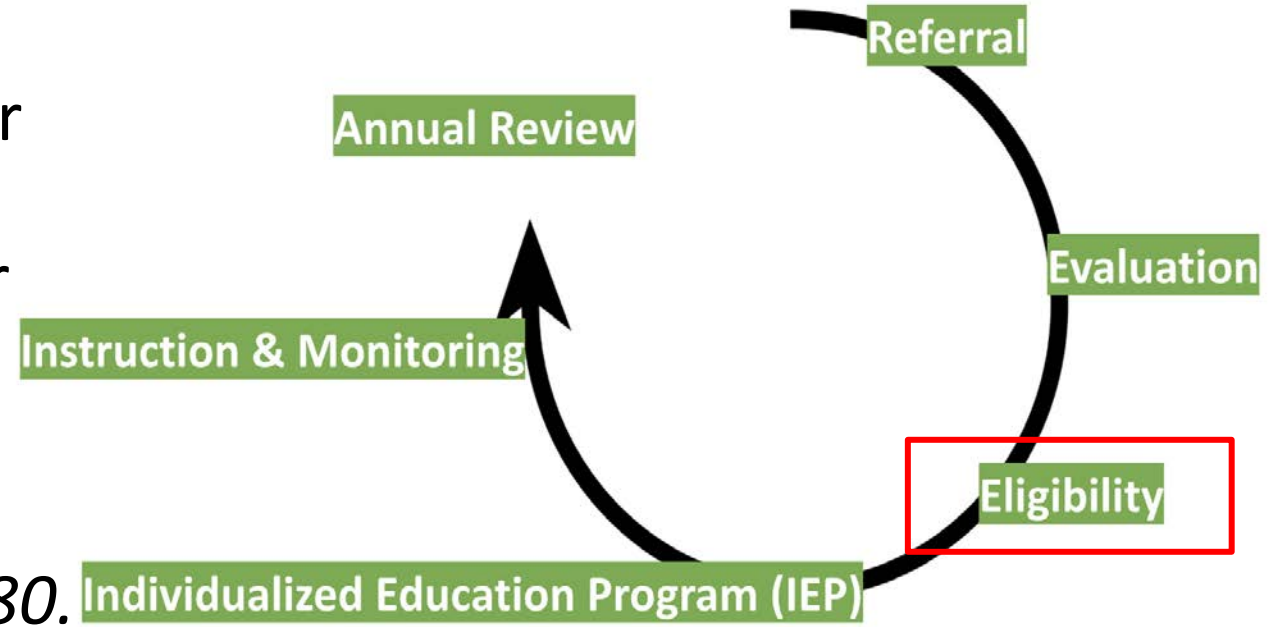
# Who gets Special Education Services?

- ★ Qualify through an evaluation and eligibility process
- ★ Must meet criteria for one of the Federal Disability Categories
- ★ Must demonstrate a need for special education & related services



# Eligibility

- Child must be identified under one or more categories to receive special education and related services under IDEA
- Definitions of **each category** are available in regulations: 8VAC20-81-80. *Eligibility (J) through (W)*



# IEP: Big Questions

## Big questions the IEP team MUST answer:

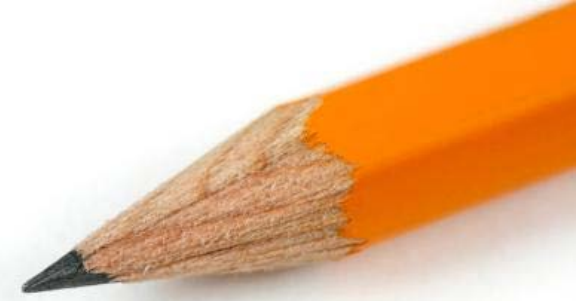
- Where are we now? Present Levels of Performance (PLOP)
- Where are we going? GOALS/OBJECTIVES
- How are we going to get there? SERVICES & INSTRUCTION
- How do we know when we have succeeded?  
MEASUREMENT: What objective DATA will tell us?
- How and when progress will be reported to the parents?  
ACCOUNTABILITY. STAYING ON TRACK (“progress monitoring”)



# In Developing the IEP, **Team shall consider...**

- Strengths of the child
- Concerns of the parent(s) for enhancing the education of their child
- Results of the initial or most recent evaluation of the child
- Academic, developmental and functional needs of the child
- PLUS...Special Considerations: **SPECIAL FACTORS**

## Special Factors



- In the case of a child **whose behavior impedes the child's learning or that of others**, consider the use of positive behavioral interventions, strategies, and supports to address the behavior;
- In the case of a child with **limited English proficiency**, consider the language needs of the child as those needs relate to the child's IEP; **& more**

# Sharing: Why “All About Me”?

- A positive student profile helps quickly and visually orient teachers and other staff with whom your child will be working
- Clarifies important family and other background information
- Clearly states what information is/is not to be shared
- Succinctly states strengths/challenges
- Leaves no room for lack of contact!



## All About Me

Name:	Photo
You will see me for: (fill in classes, times, periods, etc.)	
I am good at: Interests Academics Hobbies Sports Personality traits, etc.	I have trouble with:
You should know: family information, medical information, etc. I do/don't want this information shared with other students.	
What works for me at school: Physical arrangement of room, lesson preparation/ academic accommodations, assignments, test taking, organization, behavior/ reinforcement, health/medication, home/school communication, etc.	
Contact me by Student email, cell, home phone; study hall or support periods?	Contact my parents/caregivers by Email, phones, times of day, preferred frequency of contacts

Form in Word & format guide at <http://formedfamiliesforward.org/resources/>

# Other Student Profile Formats

- [https://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/Student Personal Profile Template.pdf](https://www.iidc.indiana.edu/styles/iidc/defiles/INSTRC/Student_Personal_Profile_Template.pdf)
- <https://www.understood.org/en/school-learning/choosing-starting-school/back-to-school/download-back-to-school-introduction-letters>
- [http://www.aimpa.org/uploaded/Institute/AI\\_ChildProfile.pdf](http://www.aimpa.org/uploaded/Institute/AI_ChildProfile.pdf)
- <http://www.cidd.unc.edu/docs/CommunityTalk/PositiveStudentProfile.pdf>
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## Strategies for being heard



- Meet in person - lay the groundwork for a reciprocal relationship - each person brings expertise. Beforehand, think and write out your main points- what do you want as a result of the meeting/conversation?
- Be proactive - share challenges with teachers BEFORE they happen
- Share what works and what doesn't work with your child (and why!)
- Create a culture of problem solving
- Bring another adult with you.
- If you don't understand something, ask. Clarify your understanding.
- End conversation/leave meeting only after a plan for future steps is developed and responsible parties identified
- Keep records of all communications.

# Formed Families Forward – Stay in Touch!

**PLEASE COMPLETE EVALUATION.**

**Formed Families Forward-**

<https://FormedFamiliesForward.org/>

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Instagram-

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