## Slide 1

WELCOME TO THE
Porter County Education Services (PCES)
**Special Education Parent Advisory Council (SEPAC)**

Town Hall Meeting
Winter 2023

## Slide 2

# WHAT IS A SEPAC?

A Special Education Parent Advisory Council (SEPAC) is a district-level (and/or in collaboration with an interlocal that contracts with local districts), parent-driven group that provides input to the local special education provider on system-level challenges regarding special education and related services. A local SEPAC provides direct input to school personnel and leaders about policies, programs, practices, and services that have an impact on students with disabilities and their families.

Its purpose is to advise, advocate and offer guidance, <u>not</u> to decide policy.

An effective SEPAC can increase the proactive involvement of families by inviting their input in ways that can be used to share local special education policy.

## Slide 3

# WE ARE
# PARENTS HELPING PARENTS

## Slide 4

# WHEN WERE WE ESTABLISHED?

❖ Our team was created fall of last academic year, under the name *Parent Network*

❖ That term has now dissolved as of August 2023

❖ We are now known as the *PCES Special Education Parent Advisory Council*

# WHO IS YOUR SEPAC TEAM?

- ❖ **Duneland** ~ Jackie Hood
- ❖ **East Porter/Kouts** ~ Jessica Kruger
- ❖ **East Porter/Morgan** ~ Kim Hansen
- ❖ **East Porter/Washington** ~ Vanessa Moore
- ❖ **Portage** ~ Denise Hodges & Niki Ewing
- ❖ **Porter** ~ Tracy Ruiz
- ❖ **Valparaiso** ~ Jessica Witherspoon

# Special Education Administration

- ❖ **Executive Director** ~ Sandy Bodnar, sbodnar@pces.k12.in.us
- ❖ **East Porter** ~ Cheryl Hoard, choard@pces.k12.in.us
- ❖ **MSD Boone** ~ Cheryl Hoard, choard@pces.k12.in.us
- ❖ **Porter** ~ Cheryl Hoard, choard@pces.k12.in.us
- ❖ **SELF** ~ Jen Rogers, jrogers@pces.k12.in.us
- ❖ **Union** ~ Cheryl Hoard, choard@pces.k12.in.us
- ❖ **Duneland** ~ Morgan Derby, mderby@pces.k12.in.us
     Jennifer Bognar, jbognar@duneland.k12.in.us
- ❖ **Portage** ~ Tracy Bauer, tbauer@pces.k12.in.us
     Lisa Flynn, lisa.flynn@portage.k12.in.us
- ❖ **Valparaiso** ~ Morgan Derby, mderby@pces.k12.in.us
     Chrissy Giraud, cgiraud@valpo.k12.in.us
- ❖ **Career & Tech Center** ~ Audra Peterson, apeterson@pces.k12.in.us
- ❖ **M-Team & Speech Supervisor** ~ Shannon Aardema, saardema@pces.k12.in.us
- ❖ **OT & PT Supervisor** ~ Tracy Bauer, tbauer@pces.k12.in.us

# ANNOUNCEMENTS

- ❖ Format
- ❖ Etiquette
- ❖ Cell phone use
- ❖ Restrooms
- ❖ Handouts

# Emotional Regulation
# &
# Self-Advocacy Skills

# Emotional Regulation

# Emotional Regulation

Debra Farrar-Schneider, Ph.D., H.S.P.P., BCBA-D, IMH-E®
Behavior Specialists of Indiana
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## What is emotional regulation?

- Being aware of your emotions; understanding how they affect your thoughts, behaviors, and interactions with others; and using effective coping strategies to manage emotions in a healthy way.
- Thoughts ▷ Emotions ▷ Actions
  - △ △ △
- A person with good emotional regulation can acknowledge a strong emotion and choose a way to respond that has the least negative consequences.
- Does not mean suppressing or avoiding emotions.
- Emotional regulation skills can be learned and improved over time.

## Why is emotional regulation important?

- Preschoolers who learned to manage their feelings in the classroom became better problem solvers when faced with an emotional situation and were better able to engage in learning tasks.
- In teenagers, the ability to recognize and manage emotions is associated with an increased ability to cope with stressful situations and greater self-esteem.
- Enhances long-term mental and physical well-being.
- Improves personal relationships.
- Increase life satisfaction.
- Decreased stress levels.
- Leads to greater income and socioeconomic status.

## What parents/teachers should NOT do

- Minimize the emotion or underlying problem.
- Judge the emotion.
- Make them feel like they should not be feeling the emotion (e.g., boys don't cry, we don't do anger here).
- Rush to the rescue to help them avoid the problem.
- Immediately provide them with possible solutions.
- These strategies do not teach the child to help himself/herself.
- No matter how much you try to protect them, they are going to experience disappointment, hurt, anger, anxiety, etc.
- So, want to teach them tools to manage it.

## What can you do to improve your child's emotional regulation?

Dr. Susan David (author of Emotional Agility) recommends 4 practical steps:
- **Feel it.** Validate the emotion (even if you don't understand why). Empathize with them and find connections with what they are going through.
- **Show it.** Must allow them to express it.
- **Label it.** Help them accurately identify the emotion. This helps them become ready to act and develop ability to empathize.
- **Watch it go.**
  - Let them know that even the hardest emotions don't last forever.
  - Identify the "why".
  - Help them identify what they did that helped it pass.
  - Help them plan for experiencing the emotion again.
  - * When a child feels seen and accepted, not judged for feeling a particular emotion, the emotion will immediately start to dissipate,

## Validation Phrases-rephrase the content of what they said and label the feeling

- That must have made you feel really angry.
- What a frustrating situation to be in!
- It must make you feel angry to have someone do that.
- Wow, how hard that must be.
- That really stinks.
- That's messed up!
- How frustrating!
- Yes, I can see how that might make you feel really sad.
- Boy, you must be angry.
- What a horrible feeling.
- What a tough spot.
- That must really be discouraging.
- I bet you feel disappointed.
- Yikes, I know how much that meant to you.
- Tell me more. (shows interest).
- If I thought ..., I would have a hard time concentrating, too.

## Model It      and      Coregulate

- Create space.
- Notice what you feel.
- Name what you feel.
- Accept the emotion.
- Practice a technique.

- Provide a warm, responsive relationship.
- Create supportive environment.
- Coach and model self-regulation skills.

## Deep breathing

- Smell flower and blow out candle
- Pizza breathing
- Five finger
- Lazy 8 breathing
- Triangle breathing
- Belly breathing
- Lion/dragon breathing
- 4-7-8 breathing
- Blow bubbles or pinwheel

## Relaxation Techniques

○ Progressive muscle relaxation
 ○ e.g., 1-2-3 Spaghetti
○ Visualization and guided imagery
 ○ e.g., Walking along the beach, Campfire
○ Meditation techniques
 ○ e.g., Focus, Body scan

## Grounding

Techniques that allow a person to step away from negative thoughts
- 5-4-3-2-1 ( make a bracelet to cue)
- Think in categories
- Mental exercises
- Rainbow

## Others

- Exercise
 ○ e.g., Go up and down stairs, jumping jacks, animal walks
- Listen to music
- Get a drink of water
- Magic mustache
- Quiet lap
- Draw or doodle
- Color mandalas
- Heavy work
 ○ e.g., carry something heavy from place to place, stack chairs

## Others

- Deep pressure
  - e.g., self-hug
- Stretching exercises
  - e.g., reach high and touch toes
- Aromatherapy
  - e.g., orange, lavender, vanilla
- Smile
- Count forwards or backwards
- Press against wall
- Eat a crunchy snack

## Others

- Wash hands.
- Squeeze stress ball or stuffed animal.
- Rub lotion on hands.
- Have a calming basket
  - e.g., glitter jar, squish ball, different textures, I Spy bottle
- Squish Play-doh or putty
- Swing or rock
- Pop bubble wrap
- Push hands together, press, and release

## Helpful Hints

- Provide visual prompts to remind child of options.
- Have child practice techniques when they are calm and happy.
- If practice the skills enough, they may be able to do it on their own, when needed.
- Also, may have some muscle memory from the practice.

## Yoga for kids
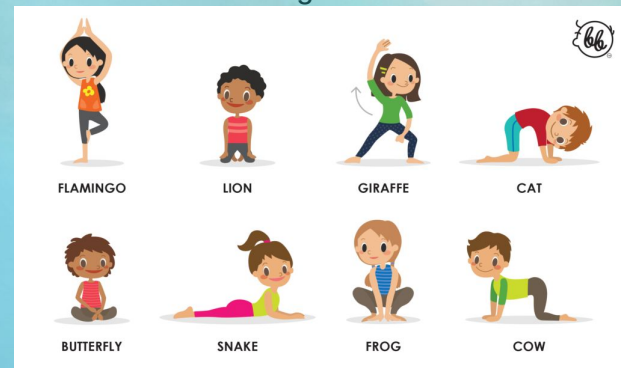
## Dr. Deb Q&A

- # THANK YOU, Dr. Deb!

  - ## Questions?

## Article 7 = Emotional Disability

- Emotional Disability is defined in Article 7 as "an inability to learn or progress that cannot be explained by cognitive, sensory or health factors".
  - Article 7 details a list of 5 characteristics that a student may exhibit one or more of over a long period of time and to a marked degree that *adversely affects* educational performance.
  - Eligibility for a student with an emotional disability for special education services is determined by the student's Case Conference Committee (CCC). The CCC is the IEP team.
    - The parent is an equal member of the CCC.
  - The CCC reviews the multidisciplinary team's (M-Team) educational evaluation report when considering eligibility.
- Full definition can be found on page 67-68 of Article 7.

## District Resources

District resources that may help with emotional regulation are not limited to, however may include access to:

- Occupational Therapy (OT)
- School Counselor
- Social Worker
- Social Emotional Learning (SEL) supports in the classroom examples include:
  - Morning meeting
  - Brain breaks
  - Journal writing
  - Afternoon check-in

## Emotional Regulation IEP Goals

- Goal section of IEP can be found towards the end of IEP.
  - Everything in the beginning portion of the IEP drives the rest of IEP.
- Written goals should follow the SMART format:
- *Specific, Measurable, Achievable, Relevant & Time-Based*

Feelings Goal example: Student will identify and manage feelings (i.e., anger, anxiety, stress, frustration) with __ frequency as measured by __.*

Self Regulation Goal example: Student will demonstrate self regulation with __ frequency as measured by __.*

Responsibility Goal example: Student will control impulsive behavior with __ frequency as measured by __.*

*https://www.centervention.com/social-emotional-iep-goals/

## Emotional Regulation Resources

- Child Mind https://childmind.org/article/can-help-kids-self-regulation
- PBS Kids for Parents
  https://www.pbs.org/parents/learn-grow/age-6/emotions-self-awareness/self-awareness
- Therapist Aide, printable resources
  https://www.therapistaid.com/therapy-worksheets/emotions/children
- Headspace - Meditation for Kids
  https://www.headspace.com/meditation/kids
- Mindfulness Exercises for Kids
  https://www.waterford.org/resources/mindfulnes-activities-for-kids/

## Self-Advocacy Skills

## Self-Advocacy

- Self-advocacy is the ability to communicate one's wants/needs and make informed decisions about the supports necessary to meet those wants/needs.
  - Helps others understand how they can support.
- Self-advocacy skills can be learned at any age.
- People who self-advocate are more likely to thrive in school, work, and life.
- Self-advocacy creates independence and it empowers people to find solutions to problems that others might not be aware of.
- Self-advocacy has three key elements:
  - Understanding your needs
  - Knowing what kind of support might help
  - Communicating these needs to others

## Self-Advocacy Skills

- Let's say you have a student who struggles with writing. They are in a social studies class that requires taking notes independently.
- If the student is familiar with self-advocacy, they may recognize that taking notes is going to be a challenge. That student may even know that pre-printed notes will help. Student communicates challenge to teacher and asks for pre-printed notes. If the teacher says no, depending on student's level of self-advocacy skills, student may know to reach out to a counselor or other person for help.
- Self-advocacy skills can be learned in small steps. Simply starting with recognizing and understanding a challenge is one step.
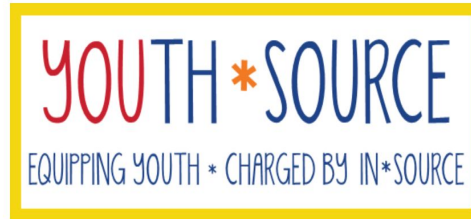- Being able to say that something is wrong, but not know what would help is self-advocacy, too.

## Self-Advocacy IEP Goals

- Written goals should follow the SMART format:
- *Specific, Measurable, Achievable, Relevant & Time-Based*
  - The student will independently identify their learning strengths and challenges and communicate them to their teachers ___ frequency as measured by ___.*
  - The student will use self-reflection to monitor their progress towards their goals and make adjustments as needed ___ frequency as measured by ___.*
  - The student will make appropriate decisions with __ frequency as measured by ___.*

*https://www.centervention.com/social-emotional-iep-goals/*

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## Self-Advocacy Resource



YOUTH*SOURCE
EQUIPPING YOUTH * CHARGED BY IN*SOURCE

In collaboration with schools and community providers, we are pleased to offer this program to students ages 14-22 **at no cost.** Students will learn the basics of a case conference meeting, the contents of an IEP and why it is important to participate in their own case conference. They will explore self-advocacy, learn about planning for the future and so much MORE!

For more information, please email youthteam@insource.org or call 800.332.4433.

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## Self-Advocacy Resource

SELF-ADVOCATES
OF INDIANA
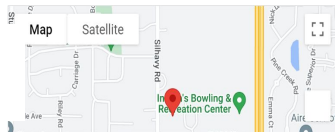
HOME    ABOUT    CHAPTERS    EVENTS    SPEAKER'S BUREAU    RESOURCES    CONTACT US    DONATE    SEARCH

### OE Self-Advocates | Opportunity Enterprises

*Opportunity Enterprises*
Melinda Mote
Quality Assurance Director
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E: melinda.mote@oppent.org
2801 Evans Ave.
Valparaiso, IN 46383

- E-NEWS SIGN UP
- CHAPTER INFORMATION
- CALENDAR OF EVENTS
- TRAINING & PRESENTATIONS
- HELPFUL RESOURCES
- CONNECT WITH US

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## Self-Advocacy Resource

SELF-ADVOCATES
OF INDIANA

HOME    ABOUT    CHAPTERS    EVENTS    SPEAKER'S BUREAU    RESOURCES    CONTACT US    DONATE    SEARCH

### Our Leadership

SAI Administrator – Becky Shields
bshields@arcind.org
317-224-0245

About
Who We Are
Our Leadership

- E-NEWS SIGN UP
- CHAPTER INFORMATION
- CALENDAR OF EVENTS
- TRAINING & PRESENTATIONS

# Self-Advocacy Resource

## Charting the LifeCourse Person-Centered Planning

Charting the LifeCourse was created by families to help individuals and families of all abilities and all ages develop a vision for a good life, think about what they need to know and do, identify how to find or develop supports, and discover what it takes to live the lives they want to live.

Individuals and families may focus on their current situation and stage of life but may also find it helpful to look ahead to think about life experiences that will help move them toward an inclusive, productive life in the future.

Charting the LifeCourse™ and LifeCourseTools.com is a project of the University of Missouri–Kansas City Institute for Human Development, Missouri's University Center for Excellence in Developmental Disabilities Education, Research and Services (UCEDD).

Although it was originally created for people with disabilities, this universally-designed framework may be used by any person or family making a life plan, regardless of life circumstances.

Indiana's Division of Disability and Rehabilitative Services is working to integrate the Charting the LifeCourse philosophy into programs and services for people with intellectual and developmental disabilities. Person Centered Planning through the LifeCourse.

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# Self-Advocacy Resource



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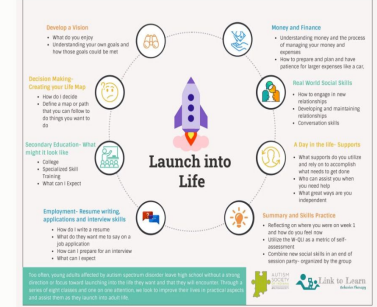
# Notice of Procedural Safeguards

- At many IEP meetings the parent(s) are given a copy of the procedural safeguards
  - Outlines the rights of the parent(s) of a student with or a suspected disability

It is the parent's *responsibility* to read through the safeguards to better understand their rights

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# General Resources

- IN*SOURCE - insource.org
- BDS - in.gov/fssa/ddrs/developmental-disability-services/
- Social Security - ssa.gov/benefits/disability/
- VR - in.gov/fssa/ddrs/rehabilitation-employment/vocational-rehabilitation-employment/
- Family to Family (Indiana) - inf2f.org/
- The Arc of Indiana - arcind.org
- IDOE - in.gov/doe
- IEPTA - iepta.org

# HOW DID WE DO?



# CONTACT US
## PCES Special Education Parent Advisory Council

✉ - pcesparentgroup@pces.k12.in.us

🌐 - www.pces.k12.in.us/sepac/

ⓕ - www.facebook.com/PCESSEPAC