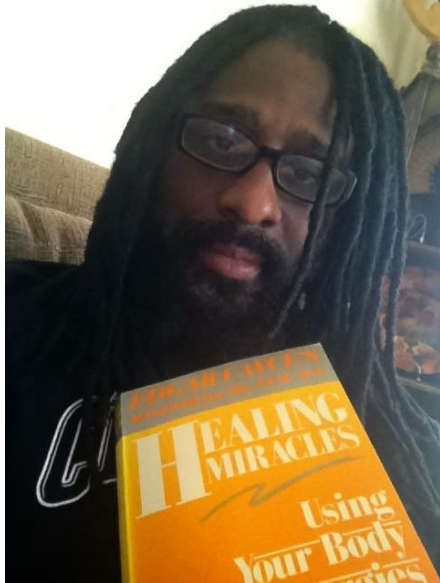


# SPECIAL EDUCATION NEWSLETTER

## Staff Member of the Month

Ryan Brown- School Psychologist and Wellness Consultant



Ryan Brown, a native from Baltimore, has been a school psychologist for the past 20 years and is in his 9th year at the SEED School of Maryland. Along with the typical duties of a school psychologist, which includes consultation, counseling, intervention development, and conducting cognitive and behavior

assessments, Mr. Brown is also the wellness coordinator and teaches Qigong and Mindfulness to students daily. He continues to maintain a positive attitude toward life and extends this "positive thinking" way of being to all he interacts with.

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#### Newspaper Staff:

**Contributing Writers:** Dr. Lando, Mrs. Richardson, Dr. Footman, Mr. Brown, Mrs. Fausel

**Editor in Chief:** Mrs. Fausel

## Accommodation of the Month: Notes and Outlines

In the classroom:

- Make a copy of an exemplar student's notebook weekly to have copies of class notes for students who are absent or who receive this accommodation
- Provide a brief summary of the class concepts to students at the end of class.
- Give a written list of procedures, rules, routines, etc.

In the dorms:

- Allow students to copy/look over a friend's notes
- Give a student a laminated copy of the expectations or routine that they can look back on

\*\*This does not excuse the student from attempting to complete the notes, just gives them a backup plan when they miss information. Having these notes available is also helpful when you have absent students.

## Strategy of the Month: Nonverbal Redirections By: Kristi Fausel

As teachers, we have all encountered the student who loves to argue when being redirected. This causes redirections to become more of a distraction than the original behavior at times and can be extremely frustrating. On one hand you don't want to let the student get away with everything but on the other you can't spare the class time necessary to redirect. One possible solution would be to implement non-verbal redirections.

Non-verbal redirections can take many forms. They can be as simple as proximity, "the look", or a hand on a shoulder, or as complex as a secret signal, a points system, or a visual cue. Most teachers have utilized proximity and "the look" often, from standing near the student who needs more redirections to shooting a glance across the room to silence off task behaviors. There are also more complex strategies such as utilizing a silent points system or having a predetermined signal.

However the step most teachers miss in non-verbal redirections is setting the foundation. Try to find time when the student is in a positive place to have a brief conversation. Tell the student how great they are doing right now and how you want them to be successful more often. Acknowledge that verbal redirections may be uncomfortable for them so you'd like to try a new system, then let the student help you develop a strategy.

Non-verbal redirection strategies can be complex or simple. One easy strategy is to place a post-it on the desk where you put a check mark when they need to check their behavior, the student knows in advance that if they have less than 3 checks they can earn a prize or a positive call home. Another strategy that often works is developing a secret signal such as having the student put a paper clip on their desk when they need a break or the teacher gives a hand signal when they are off task to remind them to redirect. Having this conversation and implementing these strategies helps the student feel more valued and leads to a better relationship where the students are ready and excited to learn.

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## Grit and Growth: School-wide Intervention Planning

The previous article in this series examined how teachers can effectively incorporate Tier 1 intervention strategies in class. This current article presents a general overview of how Tier 2 intervention practices can be strategically planned for and effectively implemented to maximize student success within a school. Tier 2 interventions are a system of practices for students who require additional supports to meet grade-level standards, but who do not necessarily qualify for intensive services such as special education.

To be successful, a Tier 2 intervention must:

1. **Be data-driven and evidence-based** across multiple areas, where Tier 1 (effective instructional practices) has failed to yield desired results. A **team** analyzes data in areas where, despite Tier 1 practices, the student is not successful. This data is then used to identify the areas of need and appropriate steps to ameliorate such deficits.
2. **Be a limited but intensive and targeted small-group instruction:** Not where students sit in front of a computer; for a year, while teachers pass out worksheets, but where students are actively instructed in the specific skills they need for a specified duration of time and then evaluated.
3. **Clear blue print and fidelity of implementation:** When? Where? Who? How long? What? Funding? The blue print encapsulates all the components of the plan, including the steps, protocols and types of evidences that will form the basis of evaluating the effectiveness of the intervention.

Ultimately, an intentional and a purposeful Tier 2 intervention plan is what great schools thrive on. It is even more urgent for a school that serves, exclusively, at-risk student population like ours. The process needs a clear focus, stakeholder involvement, resources (personnel, time, funds, etc.) and good-will from all of us. The overriding goal is to remediate academic skill deficits so that students become successful with the Tier 1 instructional practices.

By: Francis Lando, Ed. D

Psychologist Corner:  
Schools Create Moments of Calm for Stressed out Students

Here is a great article with one school's solution to rising student stress:

[http://www.seattletimes.com/seattle-news/education/schools-create-moments-of-quiet-for-stressed-out-students/?utm\\_content=bufferee443&utm\\_medium=social&utm\\_source=facebook.com&utm\\_campaign=buffer](http://www.seattletimes.com/seattle-news/education/schools-create-moments-of-quiet-for-stressed-out-students/?utm_content=bufferee443&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer)

By: Mr. Brown



Footnotes by Footman:  
Winter/Holiday Survival Guide



*As we near the end of this part of the school year, wishing everyone a healthy and happy holiday season!! Here are some tips to help you take care of yourselves!*

*As best as you can, stick to your normal sleep patterns. When you can't, make sure you get plenty of catch-up rest.*

*Keep your exercise, yoga, and movement routines as close to normal as possible.*

*Create a celebration/ritual for you and your family, one that encompasses the spirit of the holidays for you.*

*Reflect - Engage your senses to appreciate the value of your experience. If you cooked a wonderful meal, take a pause to appreciate how it tasted. If you took a picture of a snowfall, create time to absorb the beauty of how it looks. If you had a laugh with friends over conversation, stop now to think about how that positive experience felt. Reflection can help us reinforce the wonderful times we've had, while setting us up for positive experiences in the future.*

*Treat yourself!! Simple self-care activities don't need to consume a lot of time. Often, a few minutes of time spent at the beginning and end of each day can be enough to significantly boost your mental energy. Consider taking a walk, journaling, enjoying a bubble bath, or singing and dancing to your favorite music.*

*Lastly, try to use gratitude as a touchstone, remembering all the blessings you have been given, rather than getting swept up in the commercial aspects of the season.*

By: Dr. Footman

## OUR TEAM

Sarah Strycula- 6<sup>th</sup> Grade Case Manager

Linda Still- 7<sup>th</sup> Grade Case Manager

Steven Douglas- 8<sup>th</sup> Grade Case Manager

Toni Gonzales- 9<sup>th</sup> Grade Case Manager

Francis Lando- 10<sup>th</sup> Grade Case Manager  
and 504 Coordinator

Kristi Fausel- 11<sup>th</sup> and 12<sup>th</sup> Grade Case  
Manager and Special Education Coordinator

Brian Fausel- Pull-Out Specialist

Patricia Richardson- Director of Special  
Education

Ryan Brown- School Psychologist

Louisa Footman- Social Worker