

North Metro GNETS Newsletter



November 2019

Director's Corner

Monthly North Metro GNETS Eggs and Issues Updates

Team North Metro GNETS, welcome to November 2019! Georgia Network for Educational and Therapeutic Supports (GNETS) have been deemed as Trauma Informed Programs since 2017. So, what is Trauma Informed Care? Trauma Informed Care (TIC) is a treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. It emphasizes physical, psychological and emotional safety for both consumers and providers, and helps survivors rebuild a sense of control and empowerment. The impact of trauma is individualized and does not necessarily impact two different people in exactly the same way. Exposure to trauma can adversely impact a person's life and can increase the risk of a range of vulnerabilities such as: relationship problems, social alienation, low self-esteem, difficulty thinking clearly, difficulty with feelings, body issues, sexual challenges, and/or other. The Adverse Childhood Experience (ACE) study is one of the most in-depth studies that looks at the relationship between childhood experiences of trauma and the impact on health and well-being later in life. This study is extremely important to GNETS programs because the results of this study strongly indicate that there is powerful relationship between psychological and physical well-being and earlier traumatic exposures. By considering the impact of trauma on a student's life and providing therapeutic interventions to help overcome the affects of that trauma, our students are likely to overcome some of the risks associated with trauma such as chronic social problems and early death. However, as service providers and caregivers it's extremely important for our North Metro GNETS staff to recognize and address the stressors in our own lives which requires self-care. This month, I highly encourage you to read "Dealing with the Effects of Trauma: A Self-Help Guide" developed by the U.S. Department of Health and Human Services (DHHS), Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services (CMHS), prepared by Mary Ellen Copeland, M.S., M.A., and develop your own action plan for prevention and recovery of trauma along with your own personal health care treatment plan. Your mental and physical well-being is important, so I encourage you to take care of you and make you a priority. It's a good thing. I care about you and our students. Let's do this. Take care of yourself so you can be good for others who need you. http://www.ncdsv.org/images/HHS_SelfHelpGuideEffectsOfTrauma_updated_11-02.pdf

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<https://nmgnets.org/>



November 2019:

- Complete all TKES and LKES evaluations in the TLSD and make sure you are up to date and ready for the Formative Evaluations and Conferences due in December
- Complete all Contributing Professionals evaluations using paper and pencil and make sure they are up to date in the TKES, LKES, & Contributing Professionals Notebook
- Complete the FY 20 NM GNETS Mid-Year School Climate Surveys (the links will be sent to all staff to complete by or before November 20, 2019)
- Upload all FY 20 North Metro GNETS Strategic Plan artifacts into the electronic portfolio by or before November 30, 2019
- Complete all student packets due this month

Upcoming Due Dates:

- FY 20 North Metro GNETS Mid-Year/Formative Strategic Plan Rating and Artifact review December 13, 2019

Trauma Informed Care Update!



- FY 20 North Metro GNETS Mid-Year/Formative Evaluations & Conferencing – December 2019
- Counter aggression and successful crisis management training for all schools are due on January 31st, 2020
- Climate surveys are due on Dec. 21st, 2019

North Metro is a Trauma Informed Care (TIC) program. TIC is a GNETS is a state initiative. Principal reminders are:

- Understanding Trauma and Its Impact
- Promoting Safety
- Ensuring Cultural Competence
- Supporting Consumer Control, Choice and Autonomy
- Sharing Power and Governance
- Integrating Care
- Healing Happens in Relationships
- Recovery is Possible

This month we will focus on children and their exposure to violence. A few warning signs for each age group:

Elementary school age (6-12 years) warning signs are:

- Have difficulty paying attention
- Become quiet, upset, and withdrawn
- Be tearful and sad and talk about scary feelings and ideas
- Fight with peers or adults
- Show changes in school performance
- Want to be left alone
- Eat more or less than usual

- Get into trouble at home or school

Teenagers (13–18 years) warning signs are:

- Talk about the event all the time or deny that it happened
- Refuse to follow rules or talk back with greater frequency
- Complain of being tired all the time
- Engage in risky behaviors
- Sleep more or less than usual
- Increase aggressive behaviors
- Want to be alone, not even wanting to spend time with friends

The first step is to recognize that a lifetime of exposure to violence is pervasive in families entering the system. Rates of exposure to different types of violence—including family, school, and community violence—vary across different groups. Remember families from different ethnic and linguistic groups may express the impact in different ways. However, it is critical to be sensitive to the ways in which exposure affects current behavior, treatment, and outcomes for each family. Remember to be culturally competent and aware. Try to screen for exposure to violence symptoms and mental health needs of children and their families on an ongoing basis. If you feel that the child has been exposed or in danger, refer children for mental health assessments.



Curriculum and Instruction and Compliance

High Leverage Practice of the Month:

HLP6 Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

After special education teachers develop instructional goals, they evaluate and make ongoing adjustments to students' instructional programs. Once instruction and other supports are designed and implemented, special education teachers have the skill to manage and engage in ongoing data collection using curriculum-based measures, informal classroom assessments, observations of student academic performance and behavior, self-assessment of classroom instruction, and discussions with key stakeholders (i.e., students, families, other professionals). Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features, and enhance instructional decision making. Effective teachers retain, reuse, and extend practices that improve student learning and adjust or discard those that do not.

HLP7 Establish a consistent, organized, and respectful learning environment.

To build and foster positive relationships, teachers should establish age appropriate and culturally responsive expectations, routines, and procedures within their classrooms that are positively stated and explicitly taught and practiced across the school year. When students demonstrate mastery and follow established rules and routines, teachers should provide age-appropriate specific performance feedback in meaningful and caring ways. By establishing, following, and reinforcing expectations of all students within the classroom, teachers will reduce the potential for challenging behavior and increase student engagement. When establishing learning environments, teachers should build mutually respectful relationships with students and engage them in setting the classroom climate (e.g., rules and routines); be respectful; and value ethnic, cultural, contextual, and linguistic diversity to foster student engagement across learning environments.

HLP8 Provide positive and constructive feedback to guide students' learning and behavior

The purpose of feedback is to guide student learning and behavior and increase student motivation, engagement, and independence, leading to improved student learning and behavior. Effective feedback must be strategically delivered, and goal directed; feedback is most effective when the learner has a goal and the feedback informs the learner regarding areas needing improvement and ways to improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at rates commensurate with task and phase of learning (i.e., acquisition, fluency, maintenance). Teachers should provide ongoing feedback until learners reach their established learning goals.

Curriculum, Instruction, and Compliance Tip:

Reminder for the lead teachers to conduct i-Ready Online data chats and model at least one lesson with each teacher each month. Also, Lead teachers remember to register for the GaPBS Conference.

Behavior Specialist

Tips of the Month:

- Next Mindset Trainings are November 12th and 13th in Lithonia and January 14th & 15th at Haven
- Next RBT courses is Behavior Reduction 12/5
- Begin scoring FBA/BIPs and complete BIP fidelity Walkthroughs for students who have IEPs in November/December.
- Let your behavior specialist know what you need from your site.
- Pairing and building relationships should be on-going
- Be sure to use frequent and or immediate reinforcers (for students who cannot go the whole day or end of the week without reinforcement ex. PBIS store).

Positive Behavior Interventions and Supports

During the month of November, the PBIS team will develop TFI Action Plan (Data, TFI and SAS results) if they haven't developed one at the PBIS Tier 1 training. Analyze and discuss the PBIS walkthrough results at the next PBIS meeting. To strengthen the PBIS implementation at the school level, ensure the 10 critical elements are in place. Keep the PBIS implementation artifacts in the PBIS Product Book!

Special Announcements & KUDOS!

Congratulations to our very own "Dr." Zachary Johnson, North Metro GNETS Lead Teacher in Atlanta Public Schools at Oglethorpe. Dr. Johnson earned his Doctorate (PhD) from Georgia State University in Special Education. He will be hooded on December 16, 2019.

CONGRATULATIONS ZACHARY – YOU ROCK!



MINDFULNESS MEDITATION OF THE MONTH....

 **One month of mindfulness** 

Mindfulness is about being aware of the moment, yourself and your surroundings. Practising it regularly can give your wellbeing a big boost. So why not try being mindful in a small way every day for a month? Here are some ideas. Click on the links to read related Bupa blogs.

	1 Start your month with kindness. Think well of yourself and others.	2 Find some quiet time to sit and be still by yourself.	3 Head out on a mindful walk in your lunch break.	4 Turn routine into a mindful moment. It could be while cleaning your teeth or washing up.	5 Draw, colour. In or be creative. Art can help you de-stress.
6 Use technology to be mindful. Download a mindfulness or journal app.	7 Commuting? Try going a different way to work, to break up the routine.	8 Go for a run or exercise without music, and concentrate your attention on your body.	9 Enjoy mindful eating. Savour your favourite meal.	10 Write down two things you are grateful for.	11 How about a digital detox? Take a phone break!
12 Rest your elbows on a window ledge and take five minutes to watch the world go by.	13 Be mindful at work. Encourage open conversations with colleagues.	14 Catch up on life admin, but purposefully and mindfully to feel happier.	15 Go for a swim to help clear your mind.	16 Enjoy a mindful cinema visit, completely immersing yourself in the film and the experience.	17 Try mindful meditation. Stop and observe your thoughts and sensations.
18 Spend a minute practising self-awareness. Acknowledge your feelings.	19 Help yourself sleep by taking time to wind down before bed.	20 Spend a few moments concentrating on the feeling of your feet on the ground.	21 Start building three minutes of mindfulness into your daily routine.	22 Concentrate on your breathing. Try starting with 10 breaths, counting each one.	23 Declutter your desk at work.
24 Do you have children or a young relative? Spend and savour some time with them.	25 Set reminders at work to regularly get up from your desk, stretch your legs and refocus.	26 Use mindfulness at work to be a leader and focus.	27 Notice the beauty of nature on your way to work or while out and about.	28 Take a full lunch break and stay stress free at work.	29 Remind yourself that thoughts are not facts. What's actually happening around you?
30 Experiment with your morning routine to start your day in a positive way.	31 Listen to a mindfulness podcast on your way to work, like the ones produced by Bupa.				

<https://assets.bupa.co.uk/~media/images/healthmanagement/pdfs/mindfulness-calendar.pdf>