

North Metro GNETS Newsletter



December 2019

Director's Corner

Monthly North Metro GNETS Eggs and Issues Updates

Transition from school to adulthood is marked as a critical time for students with disabilities. This is especially true for some students who receive GNETS services. For students to have successful postsecondary outcomes, planning for that transition requires a process that promotes movement to postsecondary environments which include postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. This transition planning process is in addition to our North Metro GNETS Reintegration Plan planning process. Successful transition outcomes happen when the student's needs, preferences and interests are the foundation for transition planning. This approach blended with appropriate instruction, related services, assistive technology, collaboration with community organizations and agencies, development of employment and other post-school objectives, and when appropriate, the acquisition of daily living skills and functional vocational evaluation. The GaDOE has developed a Statewide Transition Planning Process Technical Assistance (TA) which provides LEAs and GNETS with guidance and support to look at transition as a process, not an event and to re-examine their process for transitioning students to adulthood. North Metro GNETS District Team and others will be selected to attend this Statewide Transition Planning Process TA and redeliver the training to our teachers, leaders, and therapeutic staff as appropriate so our North Metro GNETS students will be equipped with the skills to successfully transition and reintegrate from the most to least LRE and their appropriate post-secondary outcome based on their individual IEP needs and services. Stay tuned. More to come. **Happy Holidays!**

Cassandra Allen Holifield, PhD, RBT

<https://nmgnets.org/>



December 2019:

Complete the FY 20 NM GNETS Mid-Year School Climate Surveys (the links will be sent to all staff to complete by or before December 20, 2019)

Upload all FY 20 North Metro GNETS Strategic Plan artifacts into the electronic portfolio by or before December 13, 2019

Complete all student packets due this month

Complete Data Binder Check by December 20, 2019

Monitor the second I-Ready Diagnostic

Social Workers Activity Logs due December 20, 2019

Triangulation due December 13, 2019

Trauma Informed Care Update!



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**

Everyone goes through major life transitions. Certain transitions include heading back to school, a breakup, grief, or losing a parent or sibling, and many more. These transitions often lead to past traumas reappearing. The Trauma Abuse Treatment organization notes that “just as every individual is unique, every individual’s reactions are unique.” This being said; every traumatic experience is unique, as are the ways that survivors cope with the experiences. Adults who experienced trauma during childhood may experience difficulties in many aspects of their lives. They may not realize that these traumatic experiences are contributing factors to their current issues, if not the root cause of them.”

This is how trauma reappears years later. Recognition of these experiences explains unique reactions. It’s all in relation to previous trauma re-appearing during various periods in a person’s life is a part of the healing process. Therapy can help to reduce symptoms of challenges that arise during life transitions. Focusing on recognizing symptoms, understanding the connection between transition and trauma. Most importantly, seek tools for empowerment that can lead to healing and strength for current and future challenges.

<http://empoweredtherapy.org/trauma-long-term-effect/>

Upcoming Due Dates:

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 by or before January 31, 2020

Complete all Contributing Professionals evaluations using paper and pencil and make sure they are up to date in the TKES, LKES, & Contributing Professionals Notebook due by or before January 31, 2020

Counter aggression and successful crisis management training for all schools are due on January 31st, 2020

Curriculum and Instruction and Compliance

High Leverage Practice of the Month:

HLP9 Teach social behaviors.

Teachers should explicitly teach appropriate interpersonal skills, including communication, and self-management, aligning lessons with classroom and schoolwide expectations for student behavior. Prior to teaching, teachers should determine the nature of the social skill challenge. If students do not know how to perform a targeted social skill, direct social skill instruction should be provided until mastery is achieved. If students display performance problems, the appropriate social skill should initially be taught, then emphasis should shift to prompting the student to use the skill and ensuring the “appropriate” behavior accesses the same or a similar outcome (i.e., is reinforcing to the student) as the problem behavior.

HLP10 Conduct functional behavioral assessments to develop individual student behavior support plans.

Creating individual behavior plans is a central role of all special educators. Key to successful plans is to conduct a functional behavioral assessment (FBA) any time behavior is chronic, intense, or impedes learning. A comprehensive FBA results in a hypothesis about the function of the student’s problem behavior. Once the function is determined, a behavior intervention plan is developed that (a) teaches the student a pro-social replacement behavior that will serve the same or similar function, (b) alters the environment to make the replacement behavior more efficient and effective than the problem behavior, (c) alters the environment to no longer allow the problem behavior to access the previous outcome, and (d) includes ongoing data collection to monitor progress.

HLP11 Identify and prioritize long- and short-term learning goals.

Teachers prioritize what is most important for students to learn by providing meaningful access to and success in the general education and other contextually relevant curricula. Teachers use grade-level standards, assessment data and learning progressions, students’ prior knowledge, and IEP goals and benchmarks to make decisions about what is most crucial to emphasize, and develop long- and short-term goals accordingly. They understand essential curriculum components, identify essential prerequisites and foundations, and assess student performance in relation to these components.

Curriculum, Instruction, and Compliance Tip:

i-Ready Diagnostic Window 2 is open. It will be open for students from December 2nd- December 20th. Reminder for the lead teachers to conduct i-Ready Online Data Chats and model at least one lesson with each teacher each month. Reminder for Site Coordinators to complete i-Ready Diagnostic Data Chats with each teacher after completion of the 2nd diagnostic. Also, Site Coordinators & Lead Teachers, remember to be completing Student Packets as IEP meetings occur for your students. Finally, Data Binder Checks are due by December 20th.

Behavior Specialist

Tips of the Month:

- **Next Mindset Trainings are January 14th and 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 January and February.**
- **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).**

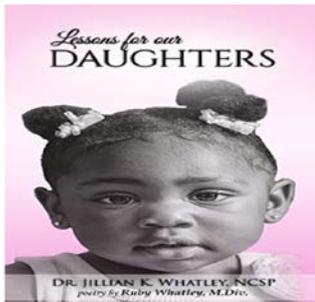
Positive Behavior Interventions and Supports

Thank you to each of you for your commitment to PBIS through this year! NM GNETS is proud of all the progress we have made towards creating more Respectful & Responsible students who are serving as Role Models to peers!

- Complete the drill down sheet and review the action plan at the next PBIS meeting.
- Schedule a mini booster training upon your return from winter break. Identify a mini booster training topic using the walkthrough, TFI, and SAS results.

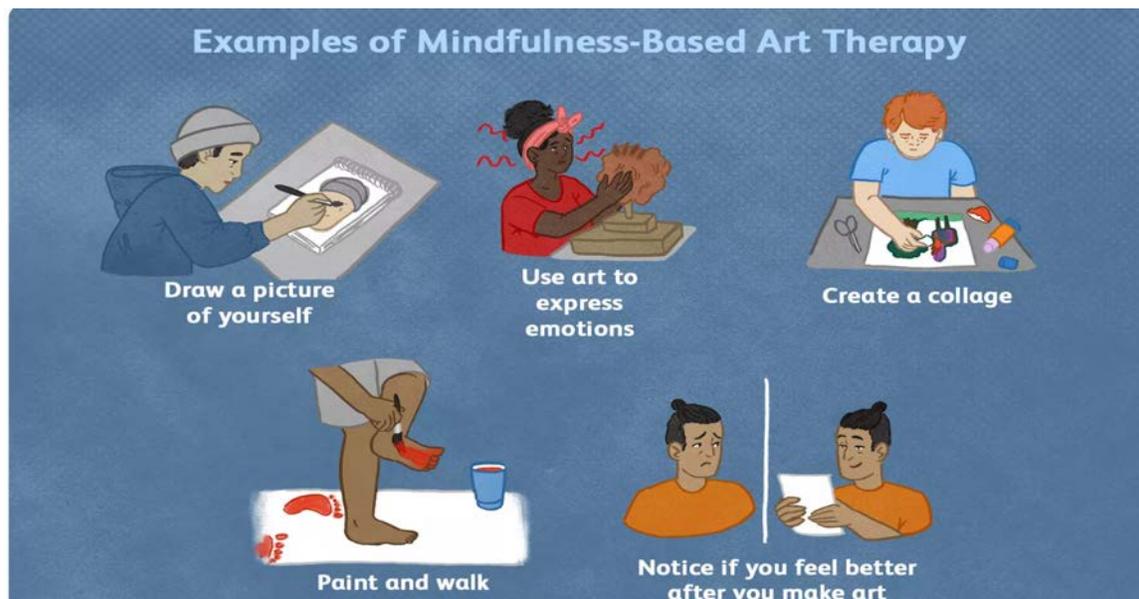
Special Announcements & KUDOS!

Congratulations to our very own Dr. Jillian Whatley who published her first book “Lessons for Our Daughters”. In this book, Dr. Whatley shares how she and other women turned some of the most unfortunate circumstances into life lessons for our daughters. If you'd like a copy of her book you can order a copy on Amazon at: <https://www.amazon.com/Lessons-our-Daughters-Jillian-Whatley-ebook/dp/B07Z8HGK96>.



CONGRATULATIONS DR. J. – YOU ROCK!

MINDFULNESS MEDITATION OF THE MONTH....



<https://www.verywellmind.com/mindfulness-based-art-therapy-4588189>