

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

CommUNITY Meeting
September 2024

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, not 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.

WE ARE
PARENTS HELPING PARENTS

WHO IS YOUR SEPAC TEAM?

- ❖ **Duneland** ~ Jackie Hood & Rebecca Shellito
 - ❖ **East Porter** ~ Jessica Kruger
- ❖ **Porter** ~ Tracy Ruiz, Alexis Kegebein, Maja Nikolov
 - ❖ **Portage** ~ Dr. Lisa Pina-Awosika
- ❖ **Valparaiso** ~ Jessica Witherspoon, Jill Isley

Special Education Administration

- ❖ **Executive Director** ~ Sandy Bodnar, sbodnar@pces.k12.in.us
- ❖ **CFO/Treasurer/HR** ~ Quinnlyn Van Rys, qvanrys@pces.k12.in.us
- ❖ **SELF Principal/IEP Trainer** ~ Jen Rogers, jrogers@pces.k12.in.us
- ❖ **SELF Assistant Principal/OT & PT Supervisor** ~ Erica Wood, ewood@pces.k12.in.us
- ❖ **M-Team Director/AT Supervisor/Medicaid Reimbursement/Complaint Compliance Coordinator** ~ Shannon Aardema, saardema@pces.k12.in.us
- ❖ **Shared Services Supervisor: Speech; Behaviorists & Student Service Coordinators; DHH & BLV programs; Nonpub Teacher; CPI Trainer; & Teacher Cohort** ~ Morgan Derby, mderby@pces.k12.in.us **New**
- ❖ **Speech Coordinator** ~ Alice Tokoly, atokoly@pces.k12.in.us
- ❖ **Career & Tech Center Executive Director** ~Audra Peterson, apeterson@pces.k12.in.us
- ❖ **Career & Tech Center Principal** ~ Kyle Becich, kbecich@pces.k12.in.us

ANNOUNCEMENTS

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

Executive Functioning

What does it mean???

Strategies for ADHD & Executive Function

Presented by: Lisa Joesten, M.Ed.
Empowering Student Success, LLC

Overview

- ADHD vs. Executive Function Delays
- What is Executive Function
- What is the hierarchy of EF skills
- Strategies to strengthen weak EF Foundational Skills



ADHD & Executive Function Skills

General concepts

- A child with ADHD will always have EF deficits. EF skill deficits are also common in children with dyslexia, autism, OCD, depression, & anxiety.
- ADHD medication helps with the physical symptoms of ADHD, but does not always address EF skills. These must be taught.
- ADHD children and adults are an average of 30% behind in their Executive age.



What is Executive Function?

**Self-regulation
across time
towards a future
goal (long term
self interests).**

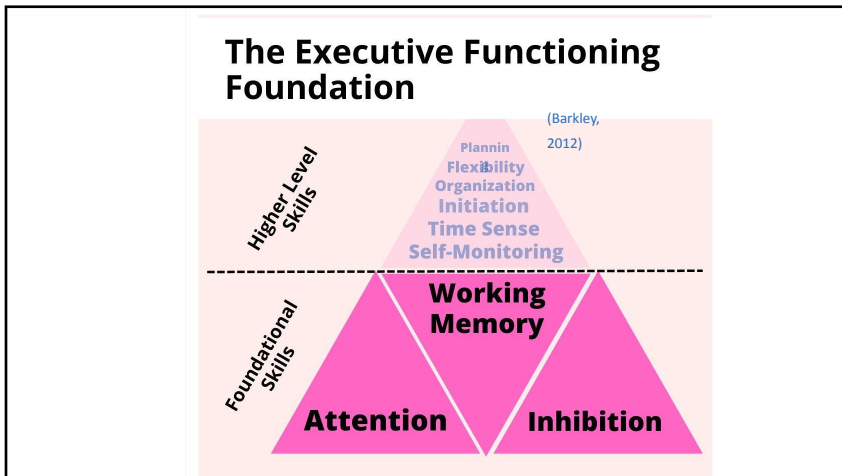
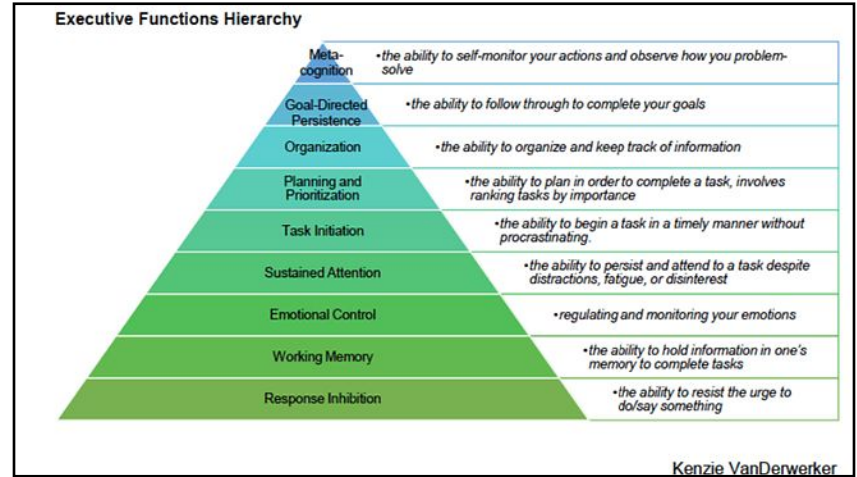


**It's the
Cuer not
the Do'er**



EF is self-cueing from the inside out.

...therefore our intervention must be from the inside out!



First, we must address the root system. Healthy roots yield healthy growth.

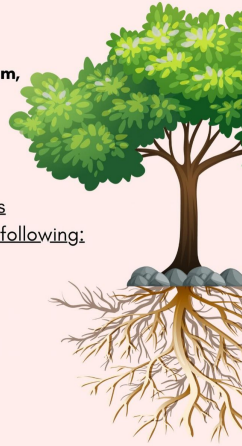
The root system is comprised of the following:

- perception of environment
- perception of self
- attention
- verbal working memory
- nonverbal working memory
- inhibition

Next, the stem skills. These develop from a healthy root system, opportunities to self-direct, feedback, and maturation.

The stem system is comprised of the following:

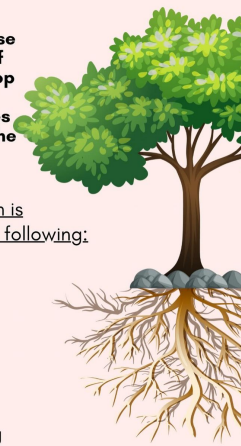
- initiation
- self-monitoring
- self-correcting
- self-modulation
- time sense
- pacing
- flexibility



Lastly are the flower skills. These are often some of the last-to-develop skills. Executive function continues to develop until the mid to late twenties.

The flower system is comprised of the following:

- planning
- anticipating
- analyzing
- generating
- associating
- prioritizing
- organizing
- decision making



Attention

-

Perceive

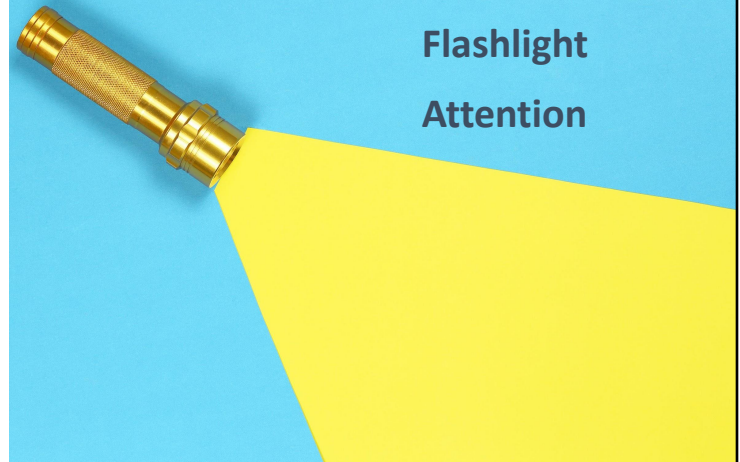
Focus

Sustain



Flashlight

Attention



Floodlight Attention



Respond to the
child's response



Guide with
questions



Increase awareness
to performance



Reflexive Questioning



Reflexive Questioning



Working Memory

Hold
Manipulate
Store
Retrieve



Working Memory

- Working Memory is the ability to act on past memories and manipulate the information in a new situation
 - allows us to learn new information
 - allows us to memorize math facts, state capitals, phone numbers, names
- Working Memory is also necessary in the retrieval of memories
 - pulling material that was studied for a test or quiz
- Working Memory allows us to "time travel" in our minds (ability to see into the future and reflect on the past)
 - necessary for planning towards a goal
 - learning takes place on reflecting on what has already happened



Working Memory:



VERBAL

- Self Talk
- Inner Voice
- Sounds
- Words
- Phrases
- Sentences

NONVERBAL

- Minds eye
- Imagination
- Meaning
- Concepts
- Ideas



Jugglers can only juggle about four balls at once, and only for about 10-15 seconds.



If they get distracted and look away for a brief moment, they'll drop the balls.



Supporting Working

Memory at Home

- Limit directions to one task at a time, then build from there once 1 step directions are successful
- Build in mini check-points when working toward a larger goal (ie day or week goals rather than grading period goals)
- Use Sticky notes, whiteboards, calendars, checklists
- Reflexive Questioning
- Encourage visualization of future events to reduce anxiety



WAYS TO SUPPORT OUR WORKING MEMORY FOR OLDER CHILDREN

- 1) **Take notes** (yes, we need to explicitly teach notetaking!)
- 2) **Draw pictures** to represent information
- 3) Teach kids to **annotate** as they read
- 4) **Make associations** to information they already know
- 5) **Write less important information down.** Don't force the juggler (aka working memory) to juggle it. We want the juggler to be free to juggle the important material like analyzing and problem solving.



How to Increase Endurance for Nonpreferred Tasks



Sample Script



Let's read today!



I don't want to read!
I hate reading! It's too hard!

I know. Reading is hard. I promise to help you though. Do you think you could read for one minute with me?

Yes, I can do one minute.

Great! I will help you the whole time. On a scale of 0-10, 10 being the hardest thing ever, how hard do you think reading for one minute will be?

10!

A few more tips...

Evening Routines

Sample Routine:

- Pack backpack, etc. and place in the designated landing pad
- Lay out clothes for the next day
- Shower, brush teeth, put on PJs
- Read, gratitude list, go to bed

Morning Routines

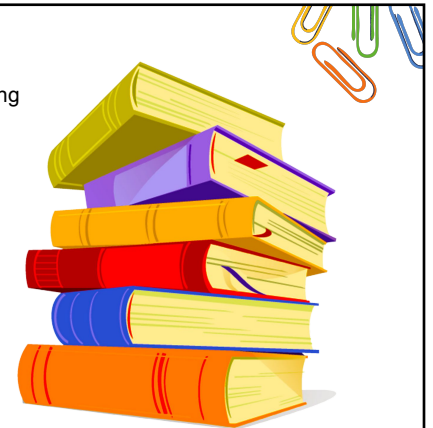


Sample Routine:

- Eat Breakfast
- Brush teeth and hair
- Get dressed
- Grab what you need from the landing pad
- Go to bus stop or car

Homework Routine

- Students should be writing down their homework assignments during the day, not relying on their memories or their devices
- Choose one place for homework
- Avoid as many distractions as possible
- Pomodoro Method
- Consider a body double for homework time
- Weekly Grade Analysis/Weekend Regroup



Studying for Tests

- No cramming! Backwards plan so you have enough time to study for retrieval not just recognition!
- Use both input AND output methods when studying
- Use the Pomodoro (work/break) Method to prevent 'emptying the tank'

Input Strategies:

- Watching
- Listening
- Reading



Output Strategies:

- Writing/Taking notes
- Talking
- Taking practice tests/quizzes
- Creating mental pictures/associations

**In Summary,
First
Executive Functioning,
Then
Learning!**

Thank You, Lisa!

We appreciate you sharing your knowledge with us!

**Is Executive Functioning
Covered Under
An IEP?**

Yes & No

Executive Functioning Is NOT 1 Of The 13 IEP Eligibility Categories

Autism Spectrum Disorder	Language or Speech Impairment
Blind or Low Vision	Multiple Disabilities
Intellectual Disability	Other Health Impairment
Deaf or Hard of Hearing	Orthopedic Impairment
Deaf-Blind	Specific Learning Disability
Developmental Delay (early childhood)	Traumatic Brain Injury
Emotional Disability	

Executive Functioning < Functional Performance

511 IAC 7-32-42 "Functional performance" defined

Sec. 42. "Functional performance" means a measure of skills, behaviors, and knowledge necessary to achieve self-sufficiency in areas that support those defined by academic achievement. This may include the following:

- (1) Physical skills, such as sensory responses, fine and gross motor skills.
- (2) Personal care skills, such as the following:
 - (A) Eating.
 - (B) Dressing.
 - (C) Maintaining hygiene.
- (3) Social emotional adjustment, such as the following:
 - (A) Interpersonal skills.
 - (B) Intrapersonal regulation.
 - (C) Habits of learning.
- (4) Independent living skills, such as the following:
 - (A) Maintaining a household.
 - (B) Managing health needs.
 - (C) Using tools.
 - (D) Shopping.
 - (E) Budgeting.
 - (F) Practicing safety.
 - (G) Accessing transportation.
 - (H) Recreation.
 - (I) Accessing community resources.
 - (J) Employment.

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SCAN HERE
To Access Article 7
(2024)



Working Together

Think of the impact a student has when they know their parent(s) and school team members are working together and building a sense of commUNITY for them

"Many hands make light work"

Take A Moment To Visit Visual Accommodation Tables

Sample Ideas On Display

Regroup & Summarize

General Resources

- [NWI First Steps](http://indianafirststeps.org) - indianafirststeps.org
- [IN*SOURCE](http://insource.org) - insource.org
- [CoAction](http://coaction.care) - coaction.care
- [Area Agencies on Aging](http://in.gov/fssa/da/area-agencies-on-aging/) - in.gov/fssa/da/area-agencies-on-aging/
- [BDS](http://in.gov/fssa/ddrs/developmental-disability-services/) - in.gov/fssa/ddrs/developmental-disability-services/
- [Social Security](http://ssa.gov/benefits/disability/) - ssa.gov/benefits/disability/
- [Vocational Rehabilitation](http://in.gov/fssa/ddrs/rehabilitation-employment) - in.gov/fssa/ddrs/rehabilitation-employment
- [Family to Family \(Indiana\)](http://inf2f.org) - inf2f.org/
- [The Arc of Indiana](http://arcind.org) - arcind.org
- [Indiana Department Of Education](http://in.gov/doe) - in.gov/doe
- [IEP Technical Assistance Center](http://iepta.org) - iepta.org

HOW DID WE DO?



Wrap-Up Announcements

- ◆ Future CommUNITY Meetings this academic year
 - November 6th (@ SELF) - Roadmap to Special Education
 - January 22nd (off-site) - Guardianship
 - March 12th (@ SELF) - Medical vs Educational
- ◆ SEPAC Opportunities
 - Don't have the time to join SEPAC but interested in helping the mission? Chat with a SEPAC member to discuss opportunities that may fit you!
 - Share what ideas you may have for SEPAC - We're eager to hear from you!

CONTACT US
PCES Special Education Parent Advisory
Council

✉ - pcesparentgroup@pces.k12.in.us

🌐 - www.pces.k12.in.us/sepac/

📘 - www.facebook.com/PCESEEPAC