



Summary  
Dugsi Academy  
MDHR Report on Progress  
September 2019

Dugsi Academy is embarking on its third year of a comprehensive school turnaround. 2018-2019 was a year of great progress in terms of both academics and school culture. The school began to embrace trauma informed practice. The school was featured in a PBS/TPT documentary The Whole Child <https://www.tpt.org/whole-people/video/whole-people-105-healing-journeys-idwg7g/>

True North, on behalf of Dugsi, submitted and was awarded a grant to partner with the Center for Mind Body Medicine from Prairie Care. The partnership has provided an opportunity to work directly with a team of internationally known experts in dealing with trauma. A two-day experience was provided in August of 2019 and had a profound impact on shaping the intention for school culture in the upcoming year. The partnership continues with week group work for staff facilitated by CMBM staff. It also provides a mentor to work with the school throughout the year.

A school wide behavior plan has been established based on Zones of Regulation. The ROAR room for discipline has been reimagined as the CALM room – an environment created to support problem solving, relationship building and mindfulness.

In 2018-2019 the school made remarkable progress on reducing out of school suspensions with only 6 incidents occurring. The improved school culture and climate served to support academic growth as measured by both NWEA, FAST and MCA assessments.

A team participated in comprehensive Restorative Justice training during the summer of 2019. This combined with a renewed school wide behavior plan and a significant partnership with the Center for Mind Body Medicine sets the stage for continued improvement.



## **Attachments**

Notes on Plan Progress

Behavior Flow Chart

Center for Mind Body Medicine Presentation

Prairie Care Grant Proposal

Mindfulness Resources

Zones of Regulation Training

Child Find MTSS Training

**Dugsi Academy Plan to Address**  
**Discipline Disparities**  
**Strategy and Implementation Update**  
**September 2019**

Goal I: (All tiers) Dugsi Academy will create a PBIS team to oversee implementation of discipline.					
Strategies	Specifics	Timeline	Who	Criteria of Success	Progress on Strategy as of 2.1.19
<b>A. Team Established</b>	<ul style="list-style-type: none"> <li>● Includes grade level teachers, specialists, paraprofessionals, parents, special educators, counselors</li> <li>● Team has clear mission</li> </ul>	<ul style="list-style-type: none"> <li>● Fall 2018</li> <li>● Fall 2019</li> </ul>	<ul style="list-style-type: none"> <li>● Various members of the Dugsi Community</li> <li>● Dugsi staff representing grade level teams, leadership, special education, and ELL</li> </ul>	<ul style="list-style-type: none"> <li>● Mission of PBIS Attendance records</li> <li>● Revised mission linked to new initiatives including mindfulness practice, zones of regulation school wide plan, restorative justice and calm room implementation</li> </ul>	<ul style="list-style-type: none"> <li>● Team Members: Bruce Pichotta, Stephanie Kartes, Warsame Warsame, Khalif Warsame, Sam Pfeiffer, Yusuf Mohamed</li> <li>● Teams have representation from grade level teachers, administration, and support staff</li> <li>● Committee has been reconfigured as School Culture Committee</li> </ul>
<b>B. Team has regular meeting schedule, effective operating procedures</b>	<ul style="list-style-type: none"> <li>● Agenda and meeting minutes are used</li> <li>● Team decisions are</li> </ul>	<ul style="list-style-type: none"> <li>● Fall and Winter 2018</li> <li>● Fall 2019</li> </ul>	<ul style="list-style-type: none"> <li>● PBIS team</li> <li>● School Culture Committee</li> </ul>	<ul style="list-style-type: none"> <li>● Action Plan</li> <li>● Agendas from meetings</li> <li>● Minutes from Meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Team meets monthly for at least an hour</li> </ul>

	identified, and action plan developed				
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**Goal II: (Tier I) Dugsi Academy will establish school-wide expectations and prevention systems.**

Strategies	Specifics	Timeline	Who	Criteria of Success	Progress on Strategy (Oct. 2018)
<b>C. 3-5 school-wide behavior expectations are defined and posted in all areas of building</b>	<ul style="list-style-type: none"> <li>3-5 positively and clearly stated expectations are defined.</li> <li>expectations are posted in public areas of the school.</li> </ul>	<ul style="list-style-type: none"> <li>August 2017</li> <li>August 2018</li> <li>August 2019</li> </ul>	<ul style="list-style-type: none"> <li>Director of School Culture</li> <li>PBIS Team</li> <li>School Culture Committee</li> </ul>	<ul style="list-style-type: none"> <li>Visible expectations in the school</li> </ul>	<ul style="list-style-type: none"> <li>School-wide Expectations established: <b>ROAR:</b> <ul style="list-style-type: none"> <li>-Respect</li> <li>-Ownership</li> <li>-Achievement</li> <li>-Responsibility</li> </ul> </li> <li>School-wide expectations are now aligned with Zones of Regulation</li> </ul>

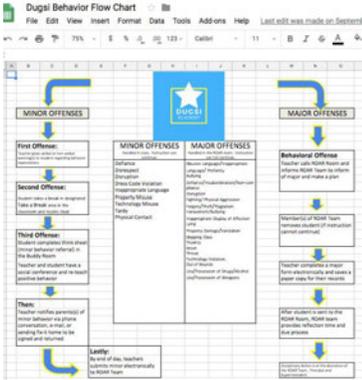
<p><b>D. School-wide teaching matrix developed</b></p>	<ul style="list-style-type: none"> <li>Teaching matrix used to define how school-wide expectations apply to specific school location</li> <li>Teaching matrix distributed to all staff.</li> </ul>	<ul style="list-style-type: none"> <li>August 2017, reviewed annually</li> </ul>	<ul style="list-style-type: none"> <li>Director of School Culture/ PBIS team</li> </ul>	<ul style="list-style-type: none"> <li>Teaching matrix</li> </ul>	<ul style="list-style-type: none"> <li>Matrix created in Aug. 2017. Shared with staff</li> <li>Matrix reviewed in August, 2018</li> <li>Regular updates as needed Fall 18-19</li> </ul>
<p><b>E. Teaching plans for school-wide expectations are developed</b></p>	<ul style="list-style-type: none"> <li>Lesson plans developed for teaching school-wide expectations at key locations throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>August 2017, reviewed annually</li> <li>August 2019</li> </ul>	<ul style="list-style-type: none"> <li>School Culture Committee</li> </ul>	<ul style="list-style-type: none"> <li>Daily lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans created for behavioral expectations in first 2 weeks of school Aug. 2018.</li> <li>Lesson plans modified and revisited as needed</li> <li>Lesson plans now include learnings from Center for Mind Body Medicine partnership and Zones of Regulation</li> </ul>
<p><b>F. School-wide behavioral expectations taught directly</b></p>	<ul style="list-style-type: none"> <li>Schedule/plans for teaching the staff the lessons plans</li> </ul>	<ul style="list-style-type: none"> <li>August 2017, reviewed annually</li> </ul>	<ul style="list-style-type: none"> <li>Dean/ Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Observation of formal behavior lessons</li> <li>Informal survey of staff/students</li> </ul>	<ul style="list-style-type: none"> <li>Continuing</li> </ul>

<p><b>&amp; formally</b></p>	<p>for students are developed</p> <ul style="list-style-type: none"> <li>• Staff and students know the defined expectations.</li> <li>• School-wide expectations taught to all students</li> <li>• Plan developed for teaching expectations to students to who enter the school mid-year.</li> </ul>	<ul style="list-style-type: none"> <li>• August 2017, reviewed annually</li> <li>• August 2017, reviewed annually</li> <li>• Fall 2018</li> <li>• Revised August 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and students</li> <li>• Teachers</li> </ul> <p>School Culture Committee</p>		<ul style="list-style-type: none"> <li>• Lesson Plans created for behavioral expectations in first 2 weeks of school Aug. 2018</li> <li>• Delivered as needed throughout school year</li> <li>• Lesson plans for school wide behavior management system and mindfulness practice</li> </ul>
<p><b>G. Additional resources for Responsive Classroom Morning Meeting content provided for teachers</b></p>	<ul style="list-style-type: none"> <li>• Greetings and Activities</li> <li>• Mindfulness</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• August 2017</li> <li>• October 2017</li> <li>• November 2017</li> <li>• January 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Dean of Students and Resident Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of Morning Meeting time</li> </ul>	<ul style="list-style-type: none"> <li>• Folder of Responsive Classroom resources shared with teachers. (August 2018)</li> <li>• Folder of Mindfulness Resources shared with teachers (October 2018)</li> <li>• Anti-Bullying school-wide focus October</li> <li>• Continued 19-20</li> </ul>

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**Goal III: Dugsi Academy will acknowledge/reward positive behavior and discourage undesirable behaviors.**

Strategies	Specifics	Timeline	Who	Criteria of Success	Progress on Strategies
<p><b>H. System in place to acknowledge/reward school-wide expectations</b></p>	<ul style="list-style-type: none"> <li>Reward systems are used to acknowledge school-wide behavioral expectations.</li> <li>Ratio of reinforcement to correction is high (4:1).</li> </ul>	<ul style="list-style-type: none"> <li>August 2017</li> </ul>	<ul style="list-style-type: none"> <li>PBIS Team</li> <li>School Culture Committee</li> </ul>	<ul style="list-style-type: none"> <li>ROAR tickets</li> <li>Informal Observation of Interactions</li> <li>Informal survey of staff and students</li> </ul>	<ul style="list-style-type: none"> <li>ROAR tickets created and shared (September 2018)</li> <li>Roar tickets created and shared at classroom level. Incentive “Pie a Teacher” January 2019</li> <li>Continue practices established in 2018</li> <li>Convene regular assemblies to recognize and reward both behavior, cultural and academic performance</li> </ul>

	<p>system &amp; students are receiving positive acknowledgements.</p>				
<p><b>I. Clearly defined &amp; consistent consequences and procedures for undesirable behaviors are developed</b></p>	<ul style="list-style-type: none"> <li>Major &amp; minor problem behaviors are all clearly defined.</li> <li>Clearly defined and consistent consequences and procedures for undesirable behaviors are developed and used.</li> <li>Procedures define an array of appropriate responses to minor</li> </ul>	<p>continuing</p>	<ul style="list-style-type: none"> <li>Dean, Lead Teacher and School Culture Committee</li> </ul>	<ul style="list-style-type: none"> <li>Behavior flowchart</li> <li>Student handbook</li> </ul>	<ul style="list-style-type: none"> <li>Flowchart shared, and followed</li> </ul>  <p>No changes, this continues to Guide our process</p>

	(classroom managed behaviors). <ul style="list-style-type: none"> <li>Procedures define an array of appropriate responses to major (office managed) behaviors.</li> </ul>				
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Goal IV: Dugsi Academy will use data to make decisions about behavior.					
Strategies	Specifics	Timeline	Who	Criteria of Success	Progress on Strategies
<b>J. Data system in place to monitor office discipline referral rates that come from classrooms</b>	<ul style="list-style-type: none"> <li>School has a way to review ODR data from classrooms to use in data based decision making.</li> </ul>	<ul style="list-style-type: none"> <li>August 2017, reviewed 2018</li> <li>Reviewed 2019</li> </ul>	<ul style="list-style-type: none"> <li>Discipline team</li> </ul>	<ul style="list-style-type: none"> <li>Review of data from system</li> </ul>	<ul style="list-style-type: none"> <li>August 2017 - Google Sheets Tracking document for referrals created</li> <li>August 2018 - Google Sheets Tracking document updated</li> <li>Data is reviewed daily</li> </ul>
<b>K. Discipline data are</b>	<ul style="list-style-type: none"> <li>Data collection is</li> </ul>	<ul style="list-style-type: none"> <li>August 2017</li> </ul>	<ul style="list-style-type: none"> <li>PBIS team</li> </ul>	<ul style="list-style-type: none"> <li>Data collected</li> <li>Referral form</li> </ul>	<ul style="list-style-type: none"> <li>Referral Google Sheets Tracking</li> </ul>

<p><b>gathered, summarized, &amp; reported at least quarterly to whole faculty</b></p>	<p>easy, efficient &amp; relevant for decision-making</p> <ul style="list-style-type: none"> <li>• data entered at least weekly (min).</li> <li>• Office referral form lists student/grade, date/time, referring staff, problem behavior, location, persons involved, consequences and administrative decision.</li> <li>• data are available by frequency, location, time, type of</li> </ul>	<ul style="list-style-type: none"> <li>• August 2017</li> <li>• Continuing</li> </ul>		<ul style="list-style-type: none"> <li>• Minutes from Data Meetings</li> </ul>	<p>document captures student name, grade, date, time, staff making referral, problem behavior, location, and result of the behavior</p> <ul style="list-style-type: none"> <li>• Data is entered daily by behavior team.</li> <li>• Data is reviewed daily</li> </ul>
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	<ul style="list-style-type: none"> <li>problem behavior, motivation and student.</li> <li>data summary shared with faculty at least monthly</li> </ul>				
<p><b>L. Discipline data are available to the Team regularly (at least monthly) in a form and depth needed for problem solving</b></p>	<ul style="list-style-type: none"> <li>Team is able to use the data for decision making, problem solving, action planning, and evaluation</li> <li>Precision problem statements are used for problem solving</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>School Culture Committee</li> </ul>	<ul style="list-style-type: none"> <li>Action plans</li> <li>Precision Problem Statements</li> </ul>	<ul style="list-style-type: none"> <li>Data will be made available at teacher meetings and at meetings of School Culture Committee</li> <li>Data will be utilized during MTSS process</li> </ul>

<p><b>M. Data will be regularly reported to DIRS.</b></p>	<ul style="list-style-type: none"> <li>attendance, bullying, cyber bullying, harassment, disruptive/dis orderly conduct/insubordination, threat, intimidation and other.</li> </ul>	<ul style="list-style-type: none"> <li>Atleast annually</li> </ul>	<ul style="list-style-type: none"> <li>Dean of students</li> </ul>	<ul style="list-style-type: none"> <li>DIRS reports</li> </ul>	<ul style="list-style-type: none"> <li>DIRS Report for 2018-2019 school year submitted</li> </ul>
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<p><b>Goal V: Dugsi Academy will use behavior interventions with students as part of larger MTSS.</b></p>					
<p><b>Strategies</b></p>	<p><b>Specifics</b></p>	<p><b>Timeline</b></p>	<p><b>Who</b></p>	<p><b>Criteria of Success</b></p>	<p><b>Progress on Strategies</b></p>
<p><b>N. The school uses a data-based process for identifying students who may need Tier 2 and Tier 3 supports.</b></p>	<ul style="list-style-type: none"> <li>Screening ODRs</li> <li>Request for Assistance</li> <li>Nomination</li> <li>Progress Monitoring</li> <li>Other</li> <li>Staff are trained in the process of requesting</li> </ul>	<ul style="list-style-type: none"> <li>August 2017</li> <li>Fall of each year</li> </ul>	<ul style="list-style-type: none"> <li>Lead Teacher, Director of Special Education</li> </ul>	<ul style="list-style-type: none"> <li>Names of referring staff</li> </ul>	<ul style="list-style-type: none"> <li>MTSS Google Referral Form Shared with staff October 2019</li> <li>MTSS Training October 2019</li> </ul>

	interventions				
<b>O. Tier 2 strategies are evaluated and updated regularly.</b>	<ul style="list-style-type: none"> <li>Strategies are evaluated <b>at least once each year</b>, reviewed, and updated or modified as needed, based on team discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Fall of each school year</li> </ul>	<ul style="list-style-type: none"> <li><b>School Culture Committee</b></li> </ul>	<ul style="list-style-type: none"> <li>Tier 2 Strategies</li> </ul>	<ul style="list-style-type: none"> <li><b>Current Tier 2 Intervention: Check in Check Out</b></li> </ul>
<b>P. Staff members receive training on Tier 2 supports</b>	<ul style="list-style-type: none"> <li>Annual training on supporting students with interventions</li> </ul>	<ul style="list-style-type: none"> <li>Fall of each school year</li> </ul>	<ul style="list-style-type: none"> <li><b>School Culture Committee</b></li> </ul>	<ul style="list-style-type: none"> <li>Slides from training</li> </ul>	<ul style="list-style-type: none"> <li><b>Staff will receive an update on the Check in Check Out intervention in November 2019</b></li> </ul>
<b>Q. Student can receive access to intervention quickly.</b>	<ul style="list-style-type: none"> <li>Intervention can begin less than 48 hours after request.</li> </ul>	<ul style="list-style-type: none"> <li>Review annually in fall</li> </ul>	<ul style="list-style-type: none"> <li><b>School Culture Committee</b></li> </ul>	<ul style="list-style-type: none"> <li>Request log</li> </ul>	<ul style="list-style-type: none"> <li>MTSS Training for all staff October 2019.</li> <li><b>MTSS meetings every Wednesday</b></li> </ul>
<b>R. Families are a part of the intervention process.</b>	<ul style="list-style-type: none"> <li>Families are notified of the intervention</li> <li>Families are updated throughout the intervention</li> </ul>	<ul style="list-style-type: none"> <li>August 2017</li> </ul>	<ul style="list-style-type: none"> <li><b>School Culture Committee</b></li> </ul>	<ul style="list-style-type: none"> <li>Parent signatures on intervention sheets</li> </ul>	<ul style="list-style-type: none"> <li><b>Parent meetings are held with families of children experiencing challenges.</b></li> </ul>

	process				
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Goal VI: Dugsi Academy will strive to use alternatives to suspension whenever possible.					
Strategies	Specifics	Timeline	Who	Criteria of Success	Progress on Strategies (Oct. 2018)
<b>S. The discipline team will use logical consequences.</b>	<ul style="list-style-type: none"> <li>You break it, you fix it.</li> <li>Make a mess, clean it up</li> <li>Hurt feelings, apologize</li> </ul>	<ul style="list-style-type: none"> <li>August 2017</li> <li>continuing</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Team</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in suspensions</li> </ul>	<ul style="list-style-type: none"> <li>Discipline team continues to use Logical consequence for behaviors.</li> </ul>
<b>T. The discipline team will use Restorative Circles.</b>	<ul style="list-style-type: none"> <li>For verbal disagreements</li> <li>For physical fights</li> </ul>	<ul style="list-style-type: none"> <li>October 2017</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Team</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in suspensions</li> </ul>	<ul style="list-style-type: none"> <li>Team participated in in-depth training on restorative practice and will continue to refine the practice</li> </ul>
<b>U. The discipline team will use frequent and culturally sensitive family contacts</b>	<ul style="list-style-type: none"> <li>Daily behavior reports</li> <li>Regular phone calls in family's home</li> </ul>	<ul style="list-style-type: none"> <li>August 2017</li> <li>Continuing 19-20</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Team</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in suspensions</li> </ul>	<ul style="list-style-type: none"> <li>Check in Check Out forms require Parent Signatures</li> <li>Phone calls in family's home language happen daily.</li> </ul>

	<ul style="list-style-type: none"><li>language</li><li>• Parent meetings with the student and faculty</li></ul>				<ul style="list-style-type: none"><li>• Parent meetings happen as needed with school staff and discipline team.</li><li>• Added for Fall 2018: Home visits in summer and are continuing</li><li>• Home visits 19-20</li></ul>
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- **What is your policy for student discipline?**

We use a combination of Responsive Classroom practices along with Positive Behavior Interventions and Support. In addition, all staff have been trained in Trauma-Informed Practices and Crisis Prevention Intervention. **The 2019-2020 school year brings notable improvements including a school wide behavior management plan based on the Zones of Regulation, a reimagined “CALM room” with a focus on mindfulness and problem solving and an on-going partnership with the Center for Mind Body Medicine.**

In Tier I, all students are taught the school-wide behavior expectations by staff. Staff received lesson plans for the first two weeks of school, which allowed for teaching of school-wide expectations and classroom procedures and routines. All staff have had training on our school-wide matrix, our behavior flow-chart, and filling out behavior referrals. In addition to the first two weeks lesson plans, teachers received 40 daily lesson plans to be taught in morning meetings. PowerPoints were created for certain school-wide procedures to ensure that all students would be taught the same expectations.

In Tier II, students who receive multiple referrals will be put on an intervention to support the development of positive behavior. The most common intervention that is used in Tier II is Check in Check Out. Students have three behavior targets, a percentage goal, and a weekly reward for meeting their targets. The rewards are selected by the student. The daily points and progress toward goal is tracked and graphed. Parents receive a daily report of their student’s behavior. We also encourage parents to be a part of their student’s education through regular phone calls, meetings, and welcoming parents to shadow their student.

### **1. How do you track or analyze student discipline?**

We have multiple logs that we use as a behavior team. We use:

- A Google Form to collect behavior referrals from staff.
- A Google Sheets document to collect CALM Room visits, time, thereason, and the follow up.
- A Google Sheets document to track tiered interventions
- A Google Sheets document to track suspensions

- A Google Sheets document to track technology violations

Monthly, we analyze referral data as a staff. We use the following to reflect:

- (.) What is one fact about the data.
- (!) What is something that surprised you.
- (?) What is one thing you are wondering after looking at the data.
- (\*) What is one suggestion you have for improving the data.

**2. Does your school have an agreement with a law enforcement agency or agencies to provide a school resource officer or police liaison officer? If yes, please provide all agreements.**

No



**MINOR OFFENSES**

**First Offense:**  
Teacher gives verbal or non-verbal warning(s) to student regarding behavior expectations

**Second Offense:**  
Student takes a break in designated Take a Break area in the classroom and rejoins class

**Third Offense:**  
Student completes think sheet (minor behavior referral) in the Buddy Room  
Teacher and student have a social conference and re-teach positive behavior

**Then:**  
Teacher notifies parents(s) of minor behavior via phone conversation, e-mail, or sending fix-it home to be signed and returned

**Lastly:**  
By end of day, teachers submits minor electronically to ROAR Team

MINOR OFFENSES Handled in class. Instruction can continue	MAJOR OFFENSES Handled in the ROAR room. Instruction can not continue
Defiance Disrespect Disruption Dress Code Violation Inappropriate Language Property Misuse Technology Misuse Tardy Physical Contact	Abusive Language/Inappropriate Language/ Profanity Bullying Defiance/Insubordination /Non-compliance Disruption Fighting/ Physical Aggression Forgery/Theft/Plagiarism Harassment/Bullying Inappropriate Display of Affection Lying Property Damage/Vandalism Skipping Class Truancy Arson Threat Technology Violation. Out of Bounds Use/Possession of Drugs/Alcohol Use/Possession of Weapons

**MAJOR OFFENSES**

**Behavioral Offense**  
Teacher calls ROAR Room and informs ROAR Team to inform of major and make a plan

Member(s) of ROAR Team removes student (if instruction cannot continue)

Teacher completes a major form electronically and saves a paper copy for their records

After student is sent to the ROAR Room, ROAR team provides reflection time and due process

Disciplinary Action is at the discretion of the ROAR Team, Principal and Superintendent



# DUGSI Cheetahs ROAR! 2018-2019

At Dugsi Academy, we believe in respecting ourselves, others, and our environment by taking ownership of ourselves and our actions in order to reach achievement socially and academically, while showing responsibility inside and outside of our learning community.

	All Areas	Classroom	Hallway	Lunch Room	Restroom	Playground	Bus	Assembly	Office
<p><b>R</b></p> <p>Respect</p> <p>-Others -Ourselves -Property</p>	<p>-Keep my body to myself. - Be kind</p>	<p>- Use Active Listening - Take care of school items and people's items. -0-2 voice level.</p>	<p>- Stay in your own space. -0-2 voice level. -Walk on the right side. -Walking feet</p>	<p>- Food stays in your mouth, plate, or in the trash. -Sit with feet on the floor, facing the table. -0-2 voice level.</p>	<p>-Use restroom supplies for what they are for. - 0-1 Voice level. - Give privacy to others.</p>	<p>-Take care of the environment. - Use kind words - Follow directions the first time you hear them.</p>	<p>-Keep the aisles clear. -Follow directions the first time you hear them. -Stay in your seat. -0-2 voice level</p>	<p>- 0 Voice level. -Keep your body to yourself. -Talk, cheer, and applaud at the appropriate time.</p>	<p>- 0-1 Voice level. - Use "please" and "thank you". - Visit nurse only when sick or hurt.</p>
<p><b>O</b></p> <p>Ownership</p> <p>-Of our actions -Of our Results</p>	<p>-Bring what you need to class and take care of it. -Agree to solve conflicts -Clean as you go.</p>	<p>-Ask questions. -Advocate for yourself.</p>	<p>-Use passing time efficiently. -Walk on the right side.</p>	<p>-Make healthy food choices.</p>	<p>- Use the bathroom quickly. - Report problems to adults.</p>	<p>-Take care of the playground equipment. -Agree to solve conflicts. -Be safe with our body.</p>	<p>-Know your bus number and driver.. -Know your stop -Arrive on time to your stop</p>	<p>-Choose a smart place to sit. - Enter and exit quietly.</p>	<p>-Ask for what you need.</p>
<p><b>A</b></p> <p>Achievement</p> <p>-Socially -Academically</p>	<p>-Set a good example -Line up when called.</p>	<p>-Complete all assignments -Do your best</p>	<p>- Get where you're going safely.</p>	<p>-Stay seated until you have permission to leave the table. - Eat before you visit.</p>	<p>-Use the restroom for what they are for. - Enter and leave efficiently.</p>	<p>-Be active -Have fun.</p>	<p>-Arrive to the bus stop prepared for the day. -Be ready for the bus at the end of the day.</p>	<p>- Use listening ears.</p>	<p>-Get where you are going safely.</p>
<p><b>R</b></p> <p>Responsibility</p> <p>-For ourselves -For each other -For our communities</p>	<p>-Follow rules and directions - Report any problems to nearest adult. - Walk directly to destination. - Help and encourage others.</p>	<p>-Be on time to class. -Bring all materials to class. -Be in the right place at the right time.</p>	<p>- Take what you need with you. -Get where you're going on time. -Get a pass from an adult. -Walking feet</p>	<p>- Clean up your area and table.</p>	<p>-Clean up after yourself. -One person in the stall at a time. -Flush the toilet. -Wash hands.</p>	<p>-Play safely. - Take care of the equipment. -Include others.</p>	<p>- Keep windows at least halfway up. -Remain seated while the bus is moving.</p>	<p>-Stay in your spot. - Welcome the speaker.</p>	<p>-Walk directly to where you are going.</p>

**Dugsi Academy**  
Healing for the Refugee Community



**Lynda Richtsmeier Cyr, PhD,**  
Licensed Psychologist and CMBM  
Associate Clinical Director

**Margaret Gavian, PhD,** Licensed  
Psychologist and CMBM Senior  
Faculty

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Thank you

Lora Matz, LCSW, Prairie Care  
Jane Reilly, LCSW, Prairie Care, CMBM small group facilitator  
Vivian Lee, CMBM small group facilitator

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Welcome  
&  
Introductions

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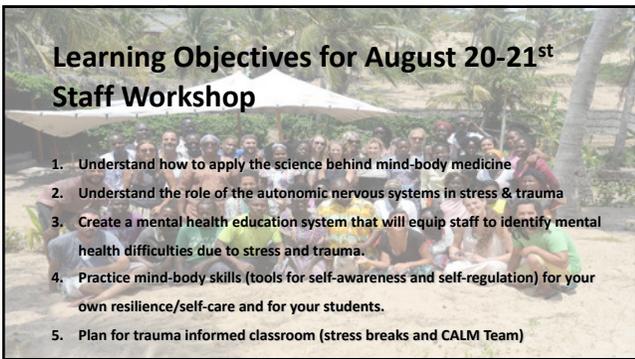
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Schedule Day 1	
8:00 – 8:30 am	Welcome; Introductions, Goals for Workshop
8:30 – 9:45 am	Large Group Teaching Mind Body Medicine; CMBM model, Stress and Autonomic Nervous System (ANS) Understanding Stress, Trauma Response
9:45 - 10:00 am	Break
10:00 – 12:00 pm	Small Group 1 (Drawings)
12:00 – 1:00 pm	Lunch
1:00-2:00 pm	Large Group Teaching (Meditation)
2:00-3:00pm	Small Group 2 (Biofeedback & Autogenics)
3pm	End of the Day

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### Schedule Day 2

<b>8:00 – 8:15 am</b>	Opening Meditation
<b>8:15 – 10:00 am</b>	Large Group Teaching Imagery Trauma
<b>10:00- 10:15 am</b>	Break
<b>10:15-12:00 pm</b>	Small Group 3 (Imagery)
<b>12:00 – 1:00 pm</b>	Lunch
<b>1:00- 3:00 pm</b>	Large Group Teaching Trauma-informed Classroom; CALM Team Goal Setting and Planning
<b>3pm</b>	End of the Day

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### Mind-Body Medicine

The understanding that mind and body are inextricably connected and all of us can use tools and techniques of self-care to:

- Relieve stress
- Enhance resiliency
- Learn self-regulation skills
- Reverse the damage caused by trauma
- Restore hope




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### Mind-Body Skills Include

- Prayer
- Meditation & Mindfulness
- Imagery
- Biofeedback
- Drawings and creative arts
- Journaling and Writing
- Movement (Yoga)
- Nutrition
- Group Support
- And more....




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**The Center for Mind-Body Medicine**

Founded in 1991 by James S Gordon M.D., Professor of Psychiatry and Family Medicine at Georgetown Medical School and Chairman of the White House Commission on Complementary and Alternative Medicine Policy under Presidents Clinton and G.W. Bush

10,000 health professionals, educators, and community leaders trained in CMBM's pioneering models of mind-body medicine (self-care, self-awareness, group support) and nutrition

A worldwide leader in making self-care, group support, and community building central to healthcare

Research-based, empirically supported techniques

Programs for healing population wide trauma and stress in: Kosovo, Israel, Gaza, Haiti, Southern Louisiana after Hurricane Katrina, Houston after Hurricane Harvey, Jordan with Syrian refugees, South Dakota on the Pine Ridge Indian Reservation, US Military and Veterans at 30 military bases and VA facilities




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**CMBM Model**

- Evidence-based; uses empirically supported skills
- Engages people in actively helping themselves.
- Focuses on strengths and capacity for self-reliance
- Builds resiliency and recovery
- Integrates well within existing structures: schools, clinics, hospitals, & community
- **Social support is the single most important treatment for trauma**

Gordon JS, Staples JK, Blyta A, Bytyqi M, Wilson AT. Treatment of posttraumatic stress disorder in postwar Kosovar adolescents using mind-body skills groups: a randomized controlled trial. *J Clin Psychiatry*. 2008; 69(9):1469-1476.  
Staples JK, Abdel Atti JA, Gordon JS. Mind-body skills groups for posttraumatic stress disorder and depression symptoms in Palestinian children and adolescents in Gaza. *Int J Stress Manag*. 2011; 18(3): 246-262.

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**RTC: Mind-Body Skills Groups & PTSD in Postwar Kosovar Adolescents**

- 82 high school students met criteria for PTSD measured by Harvard Trauma Questionnaire
- Program conducted by teachers in an educational, supportive small group setting and included meditation, guided imagery, breathing techniques, biofeedback, and self-expression through words, drawings, and movement
- **Results:** students having symptoms indicating PTSD was significantly reduced from 100% to 18%; reduction in symptoms maintained at 3 month follow-up

Gordon JS, Staples JK, Blyta A, Bytyqi M, Wilson AT. Treatment of Posttraumatic Stress Disorder in Postwar Kosovar Adolescents Using Mind-Body Skills Groups: A Randomized Controlled Trial. *Journal of Clinical Psychiatry*. 2008. 69(9):1469-76.

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### Mind-Body Skills Groups & PTSD in Gaza's Children

- 500 children participated in mind-body skills groups
- Prior to program, 26% of children had PTSD symptoms
- 56% of those qualifying as having PTSD also qualified as having depression using Children's Depression Inventory
- PTSD symptom scores were significantly decreased following the program (by 56%); improvement partially maintained at 7 month follow-up with a 35% decrease in scores compared to baseline
- Depression scores significantly decreased following program (29%); improvement partially maintained at 7 month follow-up with a 20% decrease in scores compared to baseline
- Children felt more hopeful about their future and their lives –statistically significant decrease in hopelessness scores (28% decrease); improvement fully maintained at follow-up

Staples JK, Abdel Atti JA, Gordon JS. Mind-body skills groups for posttraumatic stress disorder and depression symptoms in Palestinian children and adolescents in Gaza. *International Journal of Stress Management*. 2013;18(3):246-62.

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### Mind-Body Skills Groups

- Meditative
- Safe Place
- Respect
- Educational
- Staying in the moment
- Leader as teacher and real person
- Power of each person to know him/herself
- Power of each person to care for him/herself
- Mutual—we are all learning from each other
- Group changes and grows with us
- Balance of structure and flexibility




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### Stress and The Autonomic Nervous System (ANS)

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**“Fight or Flight”**

- Walter Cannon, MD (1926) recognized that certain immediate physiological changes occur in response to an acute stressor.
- This is an important adaptive response and occurs in all vertebrates
- Crucial to Survival
- These changes are consistent with dominant activity of the Sympathetic Nervous System.
- Mediated by periorbital, frontal cortex (limbic system), hypothalamus, and Autonomic Nervous System.

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The Autonomic Nervous System	
<b>PARASYMPATHETIC</b>	<b>SYMPATHETIC</b>
Maintains equilibrium, relaxation, excess = “freeze”	Mobilizes the body for action, excess = “fight/flight”
“Brake pedal”	“Gas pedal”
Decreased heart rate	Increased heart rate
Slowed breathing	Increased breath rate
Increased digestion	Inhibited digestion
Decreased blood pressure	Increased blood pressure
Oxytocin	Adrenaline, cortisol
Warm hands and feet	Cold hands and feet

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### The Freeze Response

- "Deer In Headlights; Mouse & Cat; Trapped in War
- In extremely threatening situations, response may be **Parasympathetic dominance**.
  - Most primitive response
  - Inhibition of motor function
  - Slow heart rate, decreased blood pressure, etc.
- May be persistent in those with PTSD.

Mongeau R et al. Neural correlates of competing fear behaviors evoked by an innately aversive stimulus. *J of Neuro*. 2003 May; 23:3855-3868.  
 Forges, SW. Social engagement and attachment: A phylogenetic perspective. *Ann NY Acad Sci*. 2003 Dec; 1008:31-47 .

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### Stress Response



- Stress comes from both outside us and inside.
- Stress sets off a "rapid response alarm" to every system in our body.
- Just THINKING about a stressful event can turn on the stress response and cause a cascade of stress hormones.
- **How we respond to stress is the single most important factor in dealing with it.**

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### In Response to Prolonged Stress

- ↑ Elevated levels of serum cortisol
- ↑ Abdominal fat deposits
- ↓ Sensitivity of fat cells
- ↑ Cholesterol
- ↑ Appetite
- ↓ Immunity
- ↓ Cells in hippocampus




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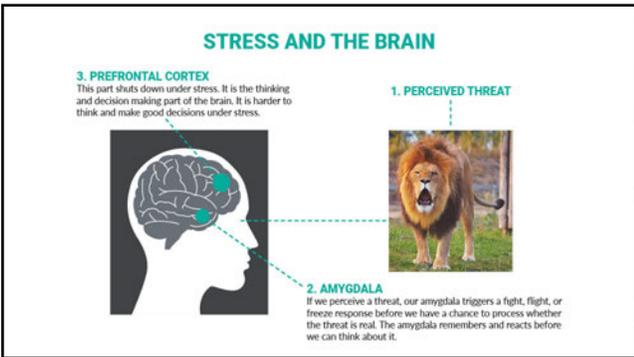
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## Biological Structure of Traumatic Stress

Structural changes to the brain have been identified in trauma-exposed people in three key areas:

1. Hyperactivation of the Amygdala
2. Alteration in Hippocampal Functioning and Volume
3. Hypoactivation of the Medial Prefrontal Cortex (encompassing the Anterior Cingulate Cortex, ACC), Ventromedial Prefrontal Cortex, Subcallosal Cortex, and Orbitofrontal Cortex) produce hypersensitivity to potential trauma and decreased ability to mobilize judgment, make decisions, feel grounded in body and have empathy for others

Patel R, Spreng RN, Shin LM, Girard TA. Neurocircuitry models of posttraumatic stress disorder and beyond: A meta-analysis of functional neuroimaging studies. *Neuroscience & Biobehavioral Reviews*. 2012 Oct; 36(9):2130-42.

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## Mind Body Skills Active the Relaxation Response

Term coined by Herbert Benson, MD in the 1970's to describe the physiologic antithesis (opposite) of the stress response.

Enhanced parasympathetic response associated with decrease in oxygen consumption, respiratory rate, and blood pressure, and increased sense of well being




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Breathwork/Meditation

- Increasing present-moment awareness to increase self-control, balance and concentration.

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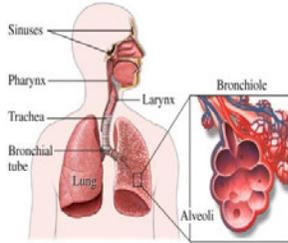
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### Soft Belly- Diaphragmatic Breathing



- It activates the relaxation response—the internal pause we have in ourselves
- Hormones associated with well being such as DHEA and Oxytocin are released
- When we are relaxed, blood flows to our cerebral cortex, the thinking part of our brain.

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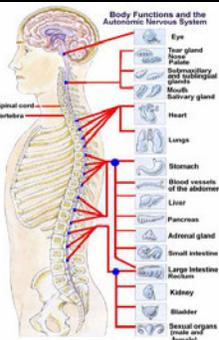
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### Physiology of breathing

Breathing is controlled by both:

1. Autonomic nervous system (Unconscious)
2. Voluntary nervous system (Conscious)

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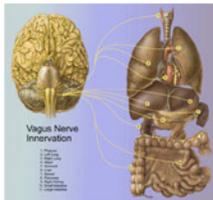
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### Soft Belly Breathing



Activation of the Vagus Nerve

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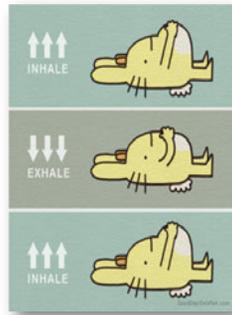
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### Vagus Nerve

- Largest nerve in your body
- Runs from brain to abdomen and sends information back to the brain
- If your stressed-out body were a burning building, the vagus nerve would be the hose that carries the water to put out the flame and end the emergency
- Major channel of the parasympathetic nervous system




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### Small Group #1

### Mind Body Skill: Drawings

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### 3 Kinds of Meditation

- Concentrative
- Mindfulness
- Expressive

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### Research on meditation shows...



- We can grow new brain cells
- The brains of typical meditation practitioners (about 2-6 hours weekly) were compared to those with no experience of meditation
- The outside layer of the brain associated with attention and focus grew thicker in the meditation group.

Lazar, S.W., Kerr, C.E., Wasserman, R.H., Gray, J.R., Greve, D.N., Treadway, M.T., McGarvey, M., Quinn, B.T., Dusek, J.A., Benson, H., Rauch, S.L., Moore, C.I., Fischl, B. Meditation experience is associated with increased cortical thickness. *Neuroreport*. 2005 Nov; 16(17):1893-97

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### We Can Induce Neuroplasticity and Neurogenesis

Other natural, non-pharmacological techniques including psychotherapy, meditation, and exercise can produce these positive changes.

Goldapple, K., et al. Modulation of cortical-limbic pathways in major depression: treatment – specific effects of cognitive behavior therapy. *Arch Gen Psychiatry*. 2004. 61(1):34-41.

Rhodes, J.S., et al., Exercise increases hippocampal neurogenesis to high levels but does not improve spatial learning in mice bred for increased voluntary wheel running. *Behav Neurosci*.2003.117(5):1006-16.

van Praag, H., G. Kempermann, and F.H. Gage, Running increases cell proliferation and neurogenesis in the adult mouse dentate gyrus. *Nat Neurosci*. 1999. 2(3):266-70.

van Praag, H., et al., Exercise enhances learning and hippocampal neurogenesis in aged mice. *J Neurosci*. 2005. 25(38):8680-5.

Lazar, S.W., et al., Meditation experience is associated with increased cortical thickness. *Neuroreport*. 2005.16(17):1893-7.

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### Meditation Increases Telomerase Activity

Intensive meditation practice promotes increase in telomerase activity and may well enhance telomere length, the lifespan of cells and, indeed, human longevity.

Jacobs, T. L., Epel, E. S., Lin, J., Blackburn, E. H., Wolkowitz, O. M., Bridwell, D. A., ... & King, B. G. (2011). Intensive meditation training, immune cell telomerase activity, and psychological mediators. *Psychoneuroendocrinology*, 36(5), 664-681.



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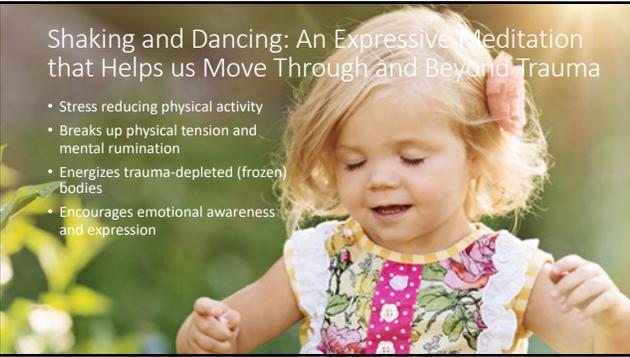
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### Shaking and Dancing: An Expressive Meditation that Helps us Move Through and Beyond Trauma

- Stress reducing physical activity
- Breaks up physical tension and mental rumination
- Energizes trauma-depleted (frozen) bodies
- Encourages emotional awareness and expression



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### Small Group #2

### Mind Body Skill: Autogenics and Biofeedback



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Guided Imagery

- to engage the relaxation response and to help with goal-setting/problem-solving

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Imagery uses the RIGHT HEMISPHERE of the brain—perception, sensation, emotion, and movement.

Imagery  
is  
Deliberate  
Directed  
Daydreaming

Napierstek, Bellenuth (1995). Staying well with guided imagery

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The more senses used in Imagery the more real it becomes

- It is not just visualizing, imagery is the thought process that invokes and use all the senses



Achtenberg, J. (1985). Imagery in healing: Shamanism and modern medicine.

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Sight... Sound...Smell...Taste... Touch...



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**Lemon Experiment**



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## How Imagery Works

- Our bodies do not discriminate between sensory images in the mind and what we call reality.
- In a relaxed and focused state, we may be capable of rapid and intense healing, growth, learning and change.
- Often involves relaxation and self-regulation of the nervous system.
- Increase sense of mastery and self-control.

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## How Imagery Heals Trauma

- Bypasses left-brain linear thinking, judging, analyzing and deciding
- Accesses the limbic system and the right hemisphere, where images, body sensations and feelings are stored
- Stimulates imaginative and cognitive intergration across the corpus callosum and among ANS, limbic system and both hemispheres of cortex

Napierstek, Belleruth (2005). Invisible Heroes: Survivors of trauma and how they healed.

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## How Imagery Heals Trauma

- Delivers healing messages by way of simple symbols and metaphors
- With calming voice tones, soothing music and symbolic representations of safety, imagery can settle down hyper-vigilant brain functioning
- Avoids psychological resistance, fear, hopelessness, worry, and doubt

Napierstek, Belleruth (2005). Invisible Heroes: Survivors of trauma and how they healed.

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"I suggested we go to the mountains"

School Teacher, Haiti

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### What message do you want to send?

**Worry Message**  
If worry becomes a way of life, a habit, then we are vulnerable to illness.

**Calm Message**  
Imagery can intervene and bring about physiological changes for healing.

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### Healing from Trauma

- Trauma can significantly disrupt us physically, emotionally and behaviorally.
- Trauma changes the structure of our brains.
- Mind body skills and self-care are essential and creates resilience.

Braemer, et al. (1998) The effects of stress on memory and the hippocampus throughout the life cycle...Developmental Psychopathology,4):871-885

Patel,R et al. (2012) Neurocircuitry models of posttraumatic stress disorder and beyond: a meta-analysis of functional neuroimaging studies. Neurosciend and Biobehavioral Reviews, 36(9):2130-42

Sigel, D. *Healing trauma: attachment, mind, body, and brain*. NY: W.W. Norton & Col, 2003.

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### Trauma

- Often challenges the integrity of our body and our sense of ourselves
- Challenges our beliefs about: life, death, meaning, our sense of mastery and potency in the world
- Can challenge the very foundations upon which we build our lives
- Affects our identity and identification
- Often in small children & sometimes in adults, it may profoundly alter and reform normal brain development and mental, emotional, and social functioning

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### Trauma and Transformation

#### Post Traumatic Growth

Post traumatic growth (PTG) is the positive change experienced as a result of the psychological and cognitive efforts made in order to deal with challenging circumstances

Richard Tedeschi, mid-1990's

Tedeschi, R. G., Tedeschi, R. G., Park, C. L., & Calhoun, L. G. (Eds.). (1998). *Posttraumatic growth: Positive changes in the aftermath of crisis*. Routledge.

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### Post Traumatic Growth Meta analysis

- Found 57 qualitative studies spanning 32 years of publications.
- The four key themes to emerge were:
  - **reappraisal of life and priorities**
    - prioritizing happiness, relationships, new values, and relinquishing control; new appreciation of life,
  - **trauma equals the development of self**
    - Maturity, increased empathy, sense of identity, humanitarianism
  - **existential re-evaluation**
    - Finding meaning in illness, greater awareness of vulnerability and mortality, increased spirituality
  - **a new awareness of the body – new health behaviors**

Hefferon, K., Grealy, M., & Mutrie, N. (2009). Post-traumatic growth and life threatening physical illness: A systematic review of the qualitative literature. *British journal of health psychology*, 14(2), 343-378.

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**Mind-Body Skills Groups may also provide an ongoing supportive community**

- Observed in our trainings in Kosovo and at Georgetown Medical School, and in ongoing programs in Israel, Gaza, New Orleans, Haiti
- Diminishes isolation and stress
- May be used with people of all ages with chronic illness, addiction, chronic pain, bereavement, learning and behavioral disorders, etc as well as those who identify as traumatized
- Promotes transformation
- Best described and most easily accepted as program for all those who would like to learn "MBSG for self-care"

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**Small Group #3**

**Mind Body Skill:  
Imagery**

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**Children and Teens**

- Live in the present moment
- Are open to using their imagination
- Want to learn self-regulation skills
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*Mind Body Skills in the classroom*

- Stay flexible and curious
- Lean into resistance, listen deeply, start where they are at
- Practice “beginner’s mind” or the “student’s mind”
- Be sensitive to when you need to build energy- or help calm energy down;

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*Mind Body Skills in the Classroom*

- There is a balance between being both non-directive and directive
- Make learning interesting and accessible for everyone
- Use repetition, especially to ensure safety
- Allow time and space for processing thoughts and feelings

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*Mind Body Skills in the Classroom*

- The bottom line for children is the need to know that grownups will do their very best to take care of and protect them. **Focus on skills to manage the fear and bring yourself and children into the present moment** where we do have control over what we think, how we spend time together and how we respond to the stressful events around us. Instead of talking about what could happen, **focus efforts on skill building and teaching children the difference between reacting versus responding to the stressful and traumatic events around us.**

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**SOUTH FLORIDA**  
**SunSentinel**



<https://www.sun-sentinel.com/local/broward/parkland/florida-school-shooting/fl-ne-parkland-heals-with-meditation-20190614-q6j6ax2qkdbabpgb5tf64ljwwu-story.html>

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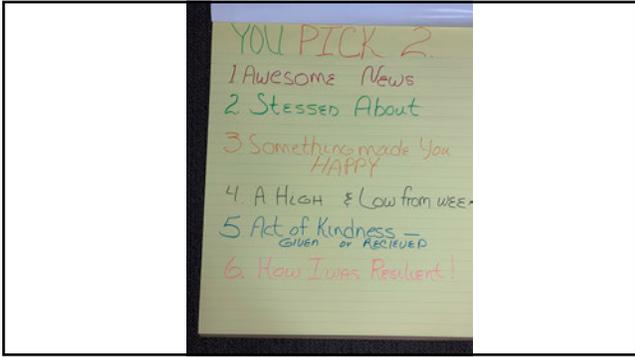
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### Why are Mind-Body Skills Important for Children?

- Children who know themselves have inner resources that can be tapped into whenever they need them.
- They will feel more confidence in making healthy choices.
- They will manage emotions and stress and feel more competent in problem solving.
- They will be better at managing all feelings, including anger and know how the mind and body work together.
- We live in a world of increasing stressors that are more difficult for even the best intentioned parents to be able to protect their children from.

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- They can use their imaginations to create a healthy future.
- They will understand how to take responsibility in preventing stress and intervene when stress is present in their lives.
- They will learn how to work with their own nervous systems early in life and develop life long skills of resilience.
- They will know how to focus on the attitude and skills for handling difficult situations with:
  - Self-control
  - Self-responsibility
  - Self-confidence



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Why are stress reduction skills in the the childhood years important?

- The brain and nervous system is still developing.
- We differ in how vulnerable or resilient we are as we face stress.
- Coping patterns and beliefs about stress are formed in early childhood and throughout.

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True North for Dugsi Academy  
Healing for the Refugee  
Community

True North Education Network  
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## Executive Summary

At True North Education Network, we see social emotional stability and self-regulation as imperative to each student's success. Not only do they support students in achieving academically, but they also support each child in healing their trauma. For many East Africans, Dugsi Academy is their landing place in our country and their springboard into life in the United States. What happens here is critical to their stability and success in their new country. We have an opportunity to identify and address mental illness and to provide students and staff with the capacity to identify trauma and its impact on wellbeing. At this point, we do not have the understanding and skills needed to do that. We see the Prairie Care Grant as a beacon of hope for us and could help us create the foundation to provide the healing environment that we desperately need for so many families in the Minnesota East African community.

Our school has had short opportunities to work with Lora Matz from Prairie Care. That made us aware of two things. 1. We need a much more comprehensive approach to address our level of need. 2. The Mind-body Center for Medicine's approach incorporates the skills and components that we feel would best fit our community culture. We have designed a proposal that would include our whole school community. The plan starts out with heavy support from The Center For Mind Body Medicine faculty, and simultaneously layers in building capacity in the school staff, students, families, local religious leaders. It ends with a sound structure of internal support and two Center for Mind-Body Medicine trained school staff to guide our implementation.

Dugsi Academy was recently featured in a TPT Series called Whole People. We are in the episode called [Healing Journeys](#). Dugsi Academy starts at minute 15:15. There you can hear from some of our staff and students. <http://bit.ly/Dugsihealing>

## Description of the School District

Dugsi Academy is a part of the True North School Network (the Network.) The Network consists of Minnesota charter schools, independent charters whose boards have entered into partnership with True North for comprehensive school management. In 2020, the Network will expand to include new charter schools in addition to transformation schools.

The Network provides comprehensive school support and opportunities for collaboration while maintaining and enhancing each school community's core identity. The founder of True North is a licensed Minnesota superintendent and serves as each schools' superintendent and is the sole report to the Board. The True North team has deep experience with the design and implementation of systems and supports that produce measurable results benefiting students, families and communities. They use evidence -based models in promoting systems change and have significant experience and capacity around use of data to analyze problems and monitor systems for continuous improvement. The team also has decades of experience serving high poverty children and families while creating opportunities for diverse and multicultural communities. True North works exclusively with traditionally underserved communities.

In each case, the relationship between the school and the Network is built around a deep understanding of and respect for the unique needs of the families and students each school serves. The foundation of this relationship is based on a comprehensive needs assessment process that engages a broad range of stakeholders to co-create and facilitate implementation of a school transformation built on the vision of the Board coupled with the three pillars that are hallmarks of the True North approach. First and foundational to all transformative work is creating a culture based on the core values of the community it serves. Secondly, rigorous curriculum aligned with high expectations and innovative approaches all focused on a highly individualized student-centered learning model. Our vision is built on a foundation of family and community. The Network is known for its ability to collaborate and translate hopes and dreams into operational excellence intended to support a holistic education founded in equity. The vision is that of a culture that honors, respects and celebrates the culture of those it serves. True North reimagines schools through the hearts and minds of their communities. The spirit of community-driven transformation ensures lasting change and clear alignment with mission, vision and priorities. Those that know the children best articulate hopes and dreams for a bright future for its children and ultimately the community itself. In response to authentic community engagement and a comprehensive needs assessment True North develops and implements a detailed

plan for ongoing support and capacity building. This approach, we believe, results in rapid transformation and subsequently results.

Intensive, individualized and proven interventions combined with strong support for high quality teaching and a focus on curriculum and instructional approaches demonstrated to be highly effective serve to reduce the gap in performance and accelerate proficiency. Central to strategy is a comprehensive and frequent process for progress monitoring. This requires each student to have a personalized learning plan, as well as a plan for ongoing formative assessment and adjustment as skills are mastered. Teachers have deep support and coaching initially to be prepared to employ this approach. Teachers also have easy access to data related to individual student performance.

## Project Descriptions

### Statement of Need

Dugsi Academy is a K-8 school dedicated to the East African refugee/immigrant community in the Twin Cities. We have newcomers joining us throughout the year. Some have never had formal schooling. Many do not speak English. We serve a high poverty, 100% free and reduced lunch, and a high English Language Learner population, 85%. One of our main barriers to educational success is the trauma caused by war, poverty, violence and relocation. We work with trauma not only in our students, but also in their families and many of our Somali staff members. In conjunction with the direct refugee issues, generational trauma and situational trauma from poverty experienced here in the Minnesota currently run throughout the Dugsi Academy community.

We were fortunate enough to have Lora Matz from Prairie Care visit our school to provide short workshops on two occasions. After each session, there was a long line of staff wanting to talk to her. She was well received, and her message hit home for so many people in the room. Her visits gave us the opportunity to talk about the mind-body approach as a whole-school implementation.

### Goals & Objectives

1. Create a mental health education system that will equip staff to identify mental illness and problems due to trauma in themselves and their students.

2. Provide students, staff and families with tools for self-awareness and self-regulation based on The Center for Mind-Body Medicine principles.
3. Provide opportunity for two staff members to attend The Mind-Body Training levels I and II (Professional and Advanced) to provide ongoing support to teachers and students.
4. Create a school team (CALM team) that will meet monthly to hear feedback from students and staff, evaluate our success, provide support and adjust course when needed.
5. Create a staffed Sanctuary Room for students unable to cope in the classroom. This space will allow an adult to help a child assess their inner state and provide options for self-regulation. The goal is for the child to return to the classroom as soon as possible.
6. Involve the school and religious communities in implementation.
7. Create a successful template for schools serving refugee populations nationwide.

The overarching goal is to design and implement a highly effective foundation of self-awareness and self-regulation that is integrated seamlessly into our instructional model. We understand the desperate need, not only in our school but also nationally and globally, to address the trauma experienced in refugee populations. Our implementation will provide the support needed for all learners to become aware of their own internal state, and afford all of us real tools to support those with mental illness and/or experiencing trauma.

This implementation will be part of our current comprehensive approach to education. Our instructional model is learner-centered. We strive to provide highly differentiated instruction to reach each student. We believe that all approaches to adult learning should mirror student learning. In this situation, we will start with staff and support them in developing mind-body knowledge and skills. That will build the capacity for the authentic teaching/learning cycle that we so value.

The members of the True North Education Network team have piloted, implemented and observed dozens of approaches to social emotional learning. One thing we have concluded is that boxed curriculum and canned systems of managing social emotional learning are not enough. With sufficient expectations and consequences, a school can accomplish behavior compliance, but that compliance comes at a cost. Not only does it not fix the underlying issues, it can increase shame, anger and trauma. There are also boxed curriculum that attempt to increase empathy, but in our opinion, they stop short of creating the conditions needed to internalize the tools for real understanding and self-regulation. Our overall experience has been that intellectual content imposed from the outside is

not effective with the populations we serve. We need something that comes from inside. Inside the body, inside our students, inside our staff, inside our community.

East African families tend to be extended and connected. Our school is full on the weekends with Somali meetings and activities. Our staff and principal are dedicated. Our families are highly supportive and involved. To be successful, anything we do relating to trauma and social emotional learning has to be embraced by the community. We strive to hire as many Somali staff as possible, and we have engaged them in developing this implementation.

## Anticipated Reach

We will begin our implementation with staff and other key community members (an Imam and several respected parents). There will be two full day workshops in August. Based on that training, this large group will come together to generate ideas for a system of support for our students. A subset team (CALM Team) will then take those ideas to create a supportive system for our school. (more details in pages to follow) They will also meet monthly to hear feedback from students and staff, evaluate our success, provide support and adjust course when needed.

We will also host a training by The Center for Mind Body Medicine faculty for parents and caregivers that will give them information and provide resources.

We realize that this will be a slow and steady implementation. We want to unroll this with full support and inclusion of our school and greater community. We must have a solid structure in place to be successful, and also have the flexibility to shift and grow as our understandings develop. As this plan materializes, we will need to be consistent and persistent about ensuring that it does not get lost in the hecticness that school is. Ongoing workshops, book groups and school implementation touch points will be in place before the year begins, and those will be honored.

## Implementation Plan

At True North Education Network, effective professional learning must be ongoing, job-embedded, collaborative, and supported. In addition, this particular implementation must be fully rooted in family and community support.

### 1. All Staff

- All staff, a local Imam, and a few respected parents will attend a series of workshops held at Dugsi Academy through the Center for Mind-Body Medicine. These days will include small group work.

- Two full days in August 2019
- Follow-up full days in November, January and April
- After our whole-staff summer workshops with The Center for Mind Body Medicine, we will come together to create a system of support for our students based on the training we receive. This will begin in small group brainstorming sessions. The ideas generated there will be given to our school CALM Team to design a school-wide approach that will support staff and students. This will include practices, procedures, environmental reminders, and classroom protocols.
- The CALM team will meet monthly to hear feedback from students and staff, evaluate success, provide support and adjust course when needed. They will also facilitate the The Center for Mind Body Medicine workshops throughout the year.
- We will create a sanctuary room for students who are temporarily unable to manage in the classroom. This will provide motor breaks and reinforce the strategies we will have developed with The Center for Mind Body Medicine faculty. This room will be equipped with game-based biofeedback support for self-regulation and calming down.

#### 2. Dugsi Academy trained staff member

- Two Dugsi Academy staff members become trained to support teachers and students by attending the Professional and Advanced trainings from The Center for Mind-Body Medicine.

#### 4. Outreach to families.

- Offer a parent workshop through The Center for Mind Body Medicine faculty and supply families with resources for supporting their children at home.
- The school and classrooms will share resources on a regular basis with parents that will help them support their children at home.

#### 5. For any implementation to be fully embedded, there must be ongoing practice and conversation.

- We will implement an all-school read. Staff will all read the same book, and gather together monthly in small groups to discuss. Happy Teachers Change the World: a guide for cultivating mindfulness in education may be a good first book. We would ask The Center for Mind Body Medicine faculty for other suggestions that will support our practice.
- Establish a daily Mindfulness or Belly Breathing Minute(s) that the entire school will share. This can set the tone for the day.
- Embed fifteen minutes of strategy practice in each classroom daily.
- Provide reminder posters in classrooms and hallways.

## Road Map of ZONES Lessons

### **Ch. 3 - Go!!!**

- Lesson 1: Creating Wall Posters of the Zones
- Lesson 2: Zones Bingo
- Lesson 3: The Zones in Video
- Lesson 4: The Zones in Me
- Lesson 5: Understanding Different Perspectives
- Lesson 6: Me in My Zones
- Lesson 7: How Do I Feel?
- Lesson 8: My Zones Across the Day
- Lesson 9: Caution! Triggers Ahead

### **Ch. 4 -- And They're Off**

- Lesson 10: Exploring Sensory Support Tools
- Lesson 11: Exploring Tools for Calming
- Lesson 12: Exploring Tools - Thinking Strategies

### **Ch. 5 - Approaching the Finish Line**

- Lesson 13: The Toolbox
- Lesson 14: When to Use Yellow Zone Tools
- Lesson 15: Stop and Use a Tool
- Lesson 16: Tracking my Tools
- Lesson 17: Stop, Opt, and Go
- Lesson 18: Celebrating My Use of Tools

## Project Director and Grant Implementation Team

Donna Román is the Director of Innovation at True North Education Network. As the former Manager of the Personalized Learning Department for the Chicago Public Schools, she has had the opportunity to facilitate countless programs and processes in schools of all types. With over 600 schools in Chicago, she has worked with a multitude of school leadership styles, demographics and staff make-ups. Her 15 years as a classroom teacher helps keep her grounded in the struggles and stress that are innate in teaching. She has had a mindfulness-based practice for the past 20 years.

The implementation team will be self-chosen after our summer workshops with The Center for Mind Body Medicine faculty

## Collaborative Partners, if applicable

The Center for Mind Body Medicine  
Local Mosque

# Timeline

August 2019	2 Full day staff workshops
August 2019	CALM Team create school-based plan
September 2019	Student classroom implementation begins
September 2019	Parent Training
October 20-25, 2019	The Center for Mind Body Medicine Professional Training #1
November 2019	The Center for Mind Body Medicine workshop for staff
January 2020	The Center for Mind Body Medicine workshop for staff
January 24-28, 2020	The Center for Mind Body Medicine Advanced Training #2
April 2020	The Center for Mind Body Medicine workshop for staff

## Sustainability

In order to keep and grow this implementation, it must be embedded in the school culture. This requires a multifaceted approach. Our plan is to begin with significant outside support, and then shift to internal staff, processes and protocols to guide the implementation with minimal outside support in year two and beyond. Our components are listed here and the details are in the program description.

- Outside trainers that will lead five workshops spaced out throughout the year. All staff and selected religious and community members will attend.
- Outside trainer to lead a parent workshop providing information, strategies and resources.
- Schoolwide and classroom specific procedures, protocols and strategies will be developed and implemented.
- Fifteen minutes of strategy practice in each classroom daily
- Development of two Dugsi staff members to support teachers and students. Training will be done through The Center for Mind Body Medicine: Professional and Advanced Training.
- Monthly whole-school book discussions based on Mind-Body principles.
- Monthly CALM team meetings to reflect, review, support and revise
- Staffed sanctuary room available during school hours
- Environmental cues throughout school in the form of posters etc.
- Daily all-school practice Mindful Minute(s)
- Incorporation of support of the religious community by including them in our training and CALM team

## Evaluation Plan

We will evaluate our program in a variety of ways:

1. Tracking and comparing the number of office referrals
2. Tracking and comparing the number of absences
3. Tracking and comparing the number of violent incidents involving hitting, throwing and screaming
4. Qualitative interviews about program implementation  
Staff, students and families
5. School culture survey report. We have a baseline from 2018-2019 school year
6. Tracking the number of successfully sessions held
7. Tracking the number of participants attending each session

## Budget Proposal

Donna Román, Director of Innovation



	What	To Whom	Cost	#	subtotals	Total
Third Party Training	Center for Mind Body Medicine Faculty workshops	The Center for Mind Body Medicine Faculty	1,600 day workshop per full day trainer (school staff)	4	6400	23,600
			1000 per half day workshop trainers for small groups. 3 per session	15	15,000	
			1,600 Parent Training full day	1	1,600	
			Planning session	3 (\$200 ea)	600	
Supplies	Snacks, biofeedback dots, chart paper	Various vendors	750.		750.	750
Technology	<a href="#">emWave 2</a> Biofeedback video games for Sanctuary room	HeartMath Games	270.	2	540	540
Tuition	Professional Training Courses for 2 staff <a href="#">Step One</a> <a href="#">Step Two</a>	The Center for Mind Body Medicine	1275. Professional	2	2,550	5,500
			1475 Advanced Per session, per person	2	2,950	
Travel Expenses	Air, hotel, food for The Center for Mind Body Medicine training for 1 staff	2 Dugsi Staff 6 days, 2 trainings= 12 days	Approx Flight 350. Hotel 125 night Food 50 day Car 50 day	4 24 24 12	1,400 3,000 1,200 600	3,400.
						33,790

### **Background for Teachers: Why Mindfulness?**

- Some proven benefits of mindfulness for children:
  - Improved attention
  - Improved attendance and grades at school
  - It gives kids a break from outside trauma
  - Better mental health
  - Increased self-awareness and self-regulation
  - Increased social-emotional development
- “Adolescents who practice mindfulness regularly develop that ability to self-regulate and put distance between the intensity of their emotions and the way in which they react to them—in particular how they engage in or react to negative, difficult or stressful thoughts. Acquiring that sense of self-control in itself is empowering, and it can help kids avoid unhealthy or dangerous responses.”
- “Mindfulness is found to have a major effect on the child’s brain. Particularly on the parts of the brain that are triggered by stress, emotions, aggression and executive functions. Studies of the brain have demonstrated that children who have done, or are doing mindfulness, deal differently with stressful situations and are better able to empathise with others. They make different choices in conflict situations: more conscious and from a place of calm. Less impulsively and in temper.”

### **Tips for Implementing Mindfulness in the Classroom**

- <https://www.theguardian.com/teacher-network/teacher-blog/2014/jul/23/how-to-mindfulness-classroom-tips>
- <https://www.edutopia.org/blog/integrating-mindfulness-in-classroom-curriculum-giselle-shardlow>
- <http://psycnet.apa.org/fulltext/2014-55603-004.html>

### **What is Mindfulness (Start Here with your students)**

Kids explain mindfulness (3:06): <https://youtu.be/awo8jUxlm0c>

**Description:**

“Just Breathe” - kids explain (3:41): <https://youtu.be/RVA2N6tX2cg>

**Description:**

Ozzy explains mindfulness (3:13): [https://youtu.be/0k\\_R7R1gIdA](https://youtu.be/0k_R7R1gIdA)

**Description:**

Mindfulness is being alive and knowing it (1:38): [https://youtu.be/mNojLd\\_Jbh8](https://youtu.be/mNojLd_Jbh8)

**Description:**

Thought train (1:42): <https://youtu.be/F0SWMICwtm0>

**Description:**

Mindfulness story (3:12): <https://youtu.be/yYQKF-9poLM>

**Description:**

How mindfulness changes your perspective: (1:06): [https://youtu.be/\\_mqFPTprwbk](https://youtu.be/_mqFPTprwbk)

**Description:**

The power of one breath: (0:46): <https://youtu.be/jfVjlec3f6c>

**Description:**

Stars who use mindfulness (Good for 4th and 5th grade) (3:36): <https://youtu.be/up3MZuYkf-g>

**Description:**

### **Mindfulness activities**

The Listening Game (6:33): [https://youtu.be/uUIGKhG\\_Vq8](https://youtu.be/uUIGKhG_Vq8)

**Description:**

Thought Bubbles (6:28): <https://youtu.be/xUUq0HuSLS0>

**Description:**

Breath Meditation (5:56): <https://youtu.be/CvF9AEe-ozc>

**Description:**

3 Minute Body Scan (3:26): [https://youtu.be/ihwcw\\_ofuME](https://youtu.be/ihwcw_ofuME)

**Description:**

One Minute Mindfulness (1:16): <https://youtu.be/ZME0JKiweL4>

**Description:**

Still Quiet Place (3:06): <https://youtu.be/GIJn5XhqPN8>

**Description:**

4-7-8 Breathing (3:39): <https://youtu.be/UxbdX-SeOOo>

**Description:**

Body Scan (6:15): <https://youtu.be/aIC-lo441v4>

**Description:**

Rainbow Breath (4:02): <https://youtu.be/O29e4rRMrV4>

**Description:**

Melting (3:52): <https://youtu.be/mcZm2oJ7DKE>

**Description:**

Bring it Down (3:27): [https://youtu.be/bRkILioT\\_NA](https://youtu.be/bRkILioT_NA)

**Description:**

Find Peace (1:36): <https://youtu.be/bYIRFizl4WA>

**Description:**

On and Off (4:30): <https://youtu.be/1ZP-TMr984s>

**Description:**

Candle of Concentration (5:18): [https://youtu.be/yx\\_8bnRYL08](https://youtu.be/yx_8bnRYL08)

**Description:**

The Bye Bye boat (8:31): [https://youtu.be/A0kaS7jny\\_I](https://youtu.be/A0kaS7jny_I)

**Description:**

Snow Storm (4:28): [https://youtu.be/nqQN4ugzi\\_g](https://youtu.be/nqQN4ugzi_g)

Mine! (6:47): <https://youtu.be/VUs9WxPGoGU>

**Description:**

Why are some people mean? (5:54): <https://youtu.be/b5LLfdhGekA>

**Description:**

### **Guided Meditations:**

Intro to Guided Meditations: <https://youtu.be/XAgUMTexJVs>

**Description:**

Progressive Muscle Relaxation (7:05): <https://youtu.be/cDKyRpW-Yuc>

**Description:**

Loving-kindness Meditation (6:08): [https://youtu.be/-9\\_ZHnltMe0](https://youtu.be/-9_ZHnltMe0)

**Description:**

The Magic Shell: Anxiety and Worries (13:41): <https://youtu.be/aX9PUQcdQ2U>

**Description:**

Guided Meditation: The Magnificent Garden (16:38): <https://youtu.be/GNKA2k44aTw>

**Description:**

Guided Meditation: Peace Out 1: The Balloon (11:57): <https://youtu.be/MvXYDvam084>

**Description:**

Guided Meditation: Peace Out 2: Time out (5:33) [https://youtu.be/9\\_vEZTrmtyA](https://youtu.be/9_vEZTrmtyA)

**Description:**

Guided Meditation: Peace Out 3: Wiggleflop (7:12) [https://youtu.be/zPZmD3x4\\_Nc](https://youtu.be/zPZmD3x4_Nc)

**Description:**

Guided Meditation: Peace Out 4: Starfish (10:09): <https://youtu.be/pXQ0zogoWQE>

**Description:**

Guided Meditation: Peace Out 6: Butterfly (18:03): <https://youtu.be/FT0bOLLyQH0>

**Description:**

Guided Meditation: Peace Out 7: Flopometer (13:54): <https://youtu.be/A39rcGyBMdk>

**Description:**

Guided Meditation: Peace Out 8: Magic Treehouse (13:57): <https://youtu.be/2igMYvqm92w>

**Description:**

Guided Meditation: Peace Out 9: Cosmic Counting (12:24): <https://youtu.be/gm71-7IN8oQ>

**Description:**

Guided Meditation: Magic Bubbles: (10:17): <https://youtu.be/KF52txZvUsA>

**Description:**

**Add your favorite mindfulness activities below:**

**When meeting with teachers:**

- Begin with what and why
- Stress importance of their own practice (Calm, Breethe apps, etc.)
- Read articles on implementation tips
- What are some topics in the curriculum that you can connect to mindfulness?
- When would be important times in your day to calm students? (before/after)
- What will you commit to?

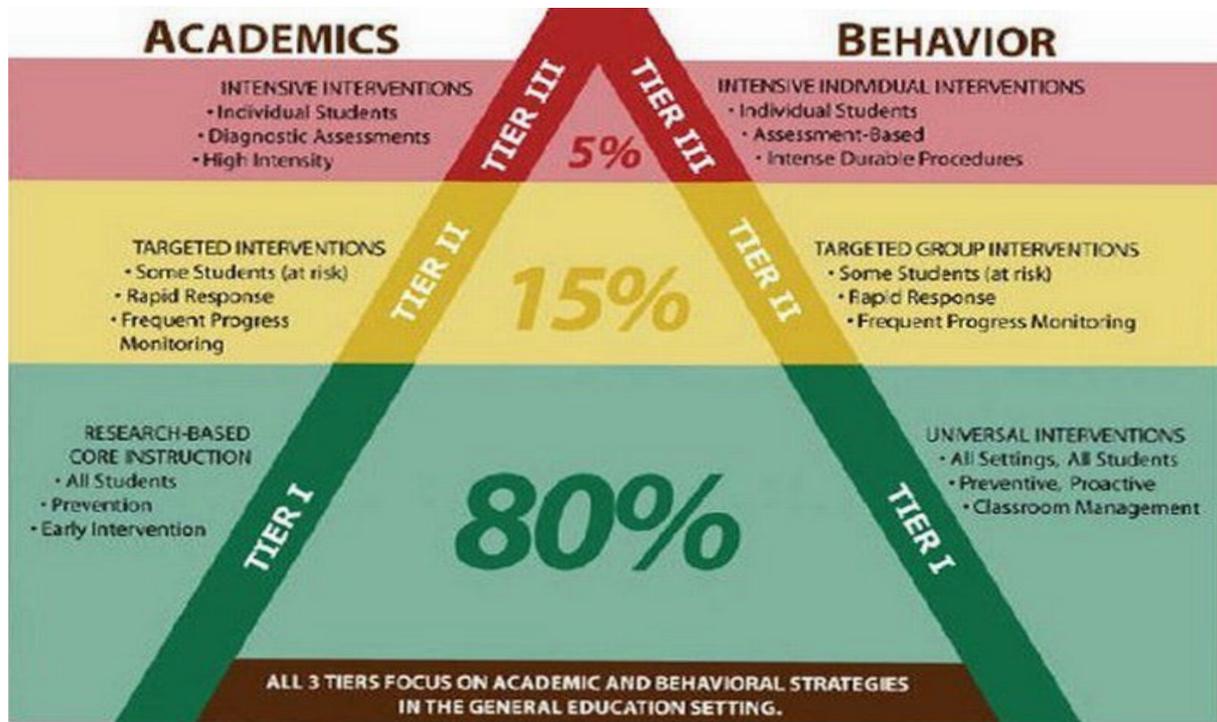
# The ZONES of Regulation®

# What are The **ZONES** of Regulation®?

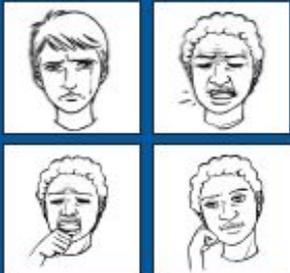
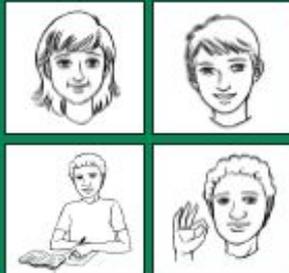
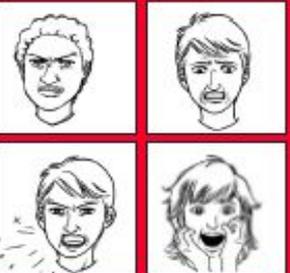
- The **ZONES** is a concept designed by Leah Kuypers, licensed occupational therapist, to help a student gain skills in the area of self-regulation.
- Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation.
- For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.

# What are The **ZONES** of Regulation®?

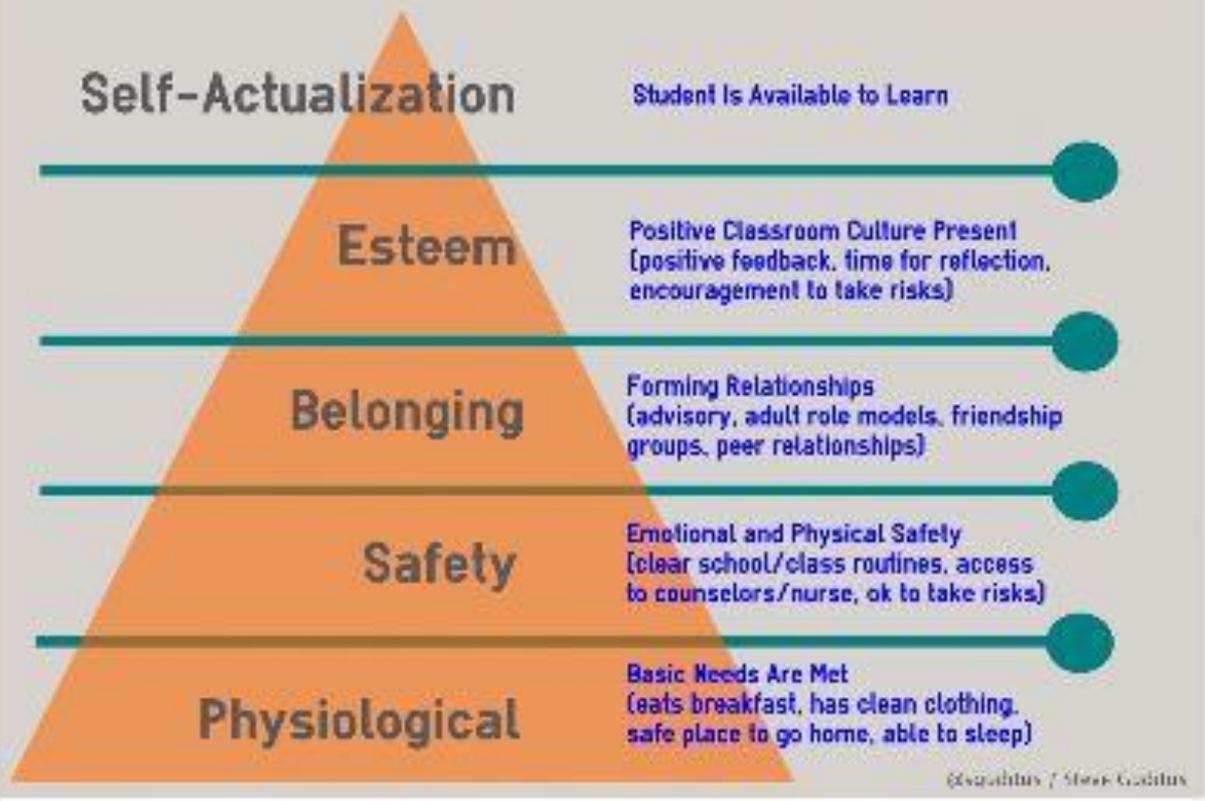
- The **ZONES** are designed to help the students recognize when they are in different zones as well as learn how to use strategies to change or stay in the zone they are in.
- In addition to addressing self-regulation, the students have an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behavior, insight into events that trigger their behavior, calming and alerting strategies, and problem solving skills.



# The ZONES of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

# Maslow's Hierarchy of School Needs



# How are the **ZONES** useful?

- A critical aspect of the Zones is that all team members know and understand The **ZONES** language.
- This creates a comfortable and supportive environment for the student to practice his or her self-regulation skills.

# How are the **ZONES** useful?

- You can support the student during this process by doing the following:
- Use the language and talk about the concepts of The **ZONES** as they apply to you in a variety of environments.
- Make comments aloud so the student understands it is natural that we all experience the different zones and use strategies to control (or regulate) ourselves. For example, “This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths.”



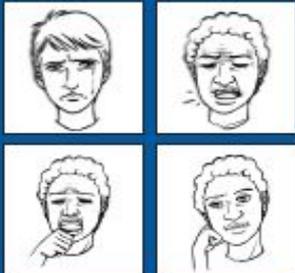
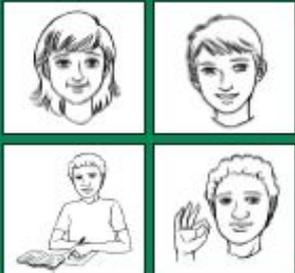
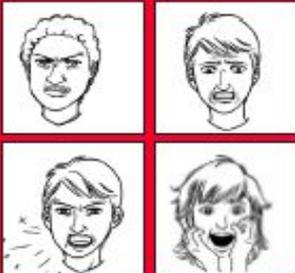
# How are the ZONES useful?

- Help the student gain awareness of his or her zones and feelings by pointing out your observations.
- Talk about what zone is “expected” in the situation or how a zone may have been “unexpected.”
- Share with the student how his or her behavior is affecting the zone you are in and how you feel.
- Help the student become comfortable using the language to communicate his or her feelings and needs by encouraging the student to share his or her zone with you.
- Show interest in learning about the student’s triggers and Zones tools. Ask the student if he or she wants reminders to use these tools and how you should present these reminders.
- Make sure you frequently reinforce the student for being in the expected zone rather than only pointing out when his or her zone is unexpected.

# There is no such thing as a bad **ZONE**.

- It is important to note that everyone experiences all of the zones—the Red and Yellow Zones are not the “bad” or “naughty” zones.
- This is different than classroom behavior charts.
- All of the zones are expected at one time or another.
- The Zones of Regulation is intended to be neutral and not communicate judgment.

# The ZONES of Regulation®

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

# Green Zone

Ready to Learn



Calm

Happy

Feeling Okay

Focused

## BLUE ZONE

sad



moving slowly

bored

sick

tired

# Yellow Zone

Loss of some control



Frustrated

Excited

WORRIED

Silly

# RED ZONE

Yelling

Out of Control

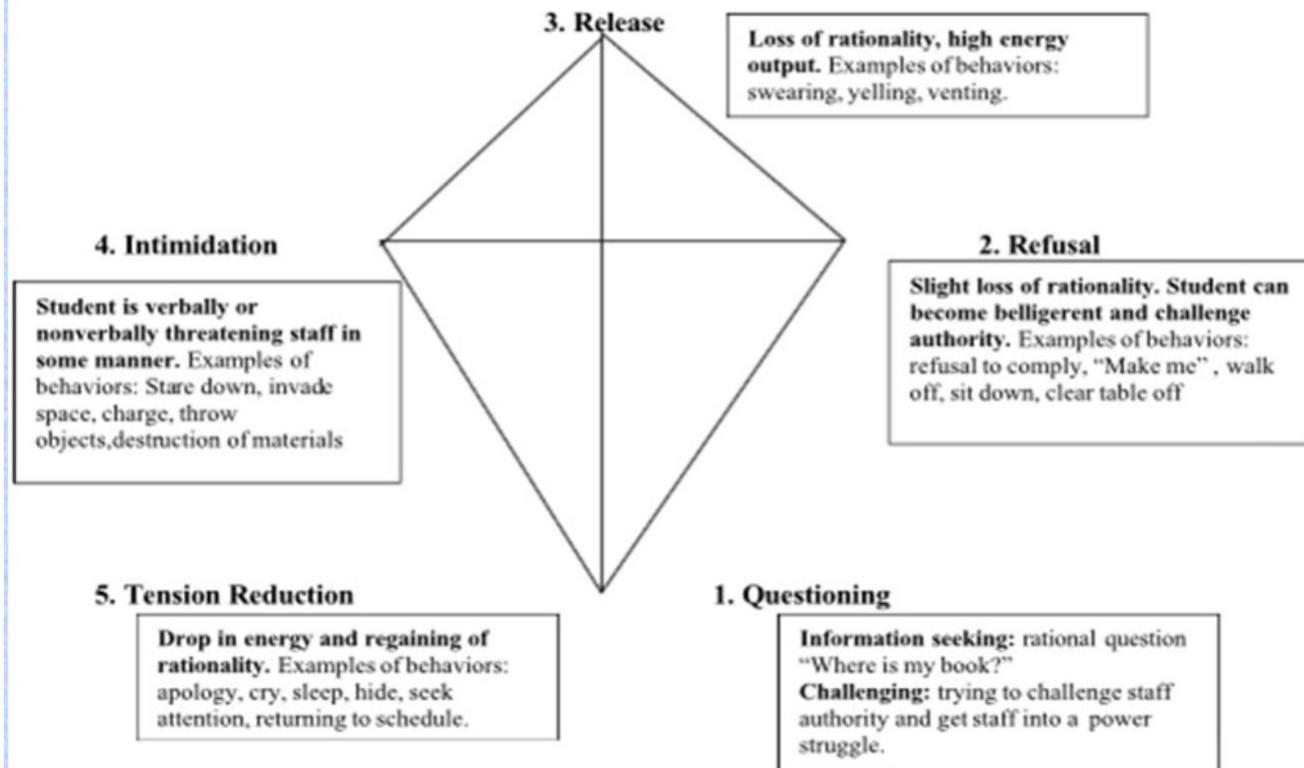


Refusing to Work

Hands On

**MAD/ANGRY**

## Verbal Escalation Continuum





# Implementing The **ZONES** School-wide

(continued)

- Use The **ZONES** language school-wide and encourage students to be aware of what Zone they are in so they can self-regulate their reactions and behaviors.
- Once they are aware of what Zone they are in, you can help them move to the Green Zone (happy, calm, ready to learn etc.)
- Post the Zones chart
- Refer to tools

# Materials

- You will be given a link to training materials and lesson plans
- Small posters are being provided
- A lanyard card will be coming soon

# ZONES Lesson Plans - Introductory

LESSON PLANS ARE going to be in a resource folder

- Go over Zones Chart
- Explain different strategies that can be used to move to the Green Zone.
- Watch YouTube Videos describing each Zone

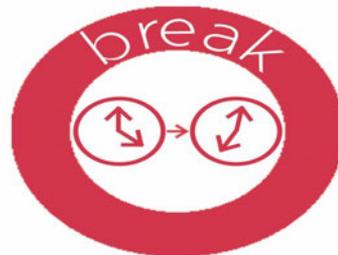
# Other Tools and **ZONES** Visuals



# Other Tools and ZONES Visuals

Blue Zone	Green Zone	Yellow Zone	Red Zone
 A yellow Minion with a sad expression, standing with its hands at its sides.	 A yellow Minion with a happy expression, standing with its hands on its hips.	 A yellow Minion with a happy expression, dancing and holding a banana.	 A blue Minion with a large blue afro, looking surprised or excited.

# Tools



\* Here are a few ideas for a person's (child's) toolbox. These strategies can be used to move from a blue, yellow, or red zone to a green zone.

# \_\_\_\_\_'s Toolbox

## Blue Zone Tools

Talk to someone  
Play with a friend  
Go outside/Run  
Smile/Think happy  
deep breaths  
Take a nap  
Stretch/stand up  
Jump/Ask for help

## Green Zone Tools

eye contact  
Good body language  
Sit up/sit still  
Good attitude  
Good listener  
focused  
feeling okay  
Paying Attention

## Yellow Zone Tools

deep breaths  
Positive Self-talk  
Ask for help  
do your best  
Jump Around  
Take a nap  
Think positive  
Calm down

## Red Zone Tools

deep breaths  
apologize  
Quietly stomp feet  
hug or talk to  
Someone  
Count to 10 slowly  
color/run  
Do something else

# Size of the Problem



Expected vs Unexpected

# Other Tools and ZONES Visuals

The ZONES of Regulation® Reproducible M

## ZONE Idioms

### Blue Zone

---

- Down in the dumps
- Downhearted
- Why the long face?
- Feeling blue
- Under the weather

### Green Zone

---

- In seventh heaven
- I feel ten feet tall
- On top of the world
- On cloud nine
- Cool as a cucumber
- Pleased as punch
- I'm cool
- I'm down with that

# Other Tools and ZONES Visuals

## Yellow Zone

---

- Wound up
- At my wit's end
- Butterflies in my stomach
- Woke up on the wrong side of the bed
- Chip on your shoulder
- Cause a stir
- At the end of your rope
- Under the wire
- Ants in your pants
- Fish out of water

## Red Zone

---

- Lost my cool
- Ready to boil
- Blow off some steam
- About to explode
- Mad as a hornet
- Beside yourself
- Go bananas
- Go to pieces
- Come apart at the seams
- Thrilled to bits
- Over the moon
- Jumping for joy

# Benefits to The ZONES

- LANGUAGE!!!! A common language for all staff to use with students.
  - For example: A student comes to school in the morning and looks tired and is moving slowly. A teacher can say “You seem like you are in the Blue Zone.” The student recognizes they are in Blue Zone and use strategies to move to Green.
- The Zones of Regulation are simple for kids to understand.
- Kids know the different colors, recognize their feelings and use strategies to move to Green Zone (calm down or feel okay).
- As a result students learn to self-regulate.
- After the initial introductory lessons are administered the continuing implementation lessons are delivered.

Other than ready to learn in the green Zone we also want to be in the Green Zone for a health benefit.

Middle School has more stress and body changes.

Emotions and relationships are more complex. In some of the Zones they may need to have a larger set of tools.

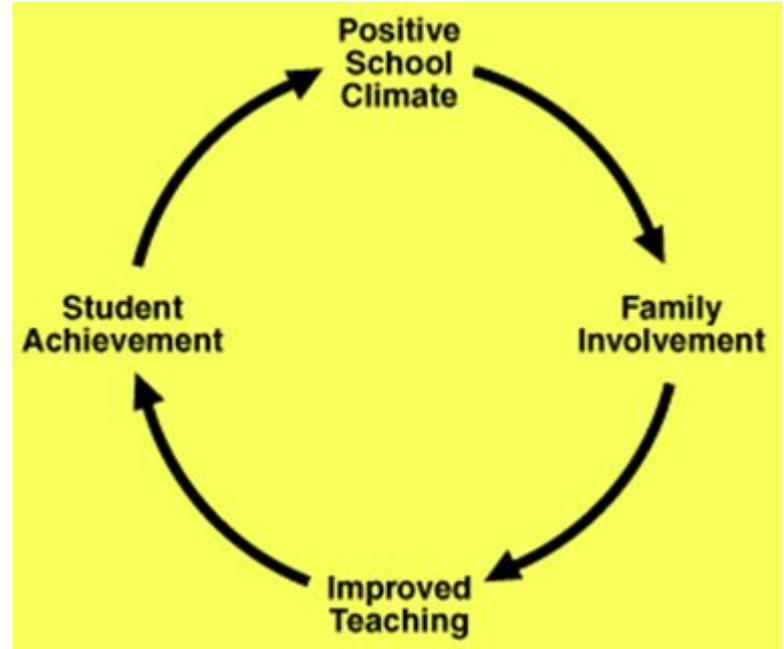
Middle School students tend to understand more on what they need to regulate and help them understand how their feelings impact their behavior and choices.

# Green Room

- Students will go to the green room to refocus.
- They will check in and identify their zone.
- Use activities to return to the green zone.
- Talk about their situation and create a plan.
- Restorative Circles.

# What is School Culture?

- *Beliefs*
- *Values*
- *Traditions*
- *Behavioral Patterns*
- *Safety Practices*
- *Environment*
- *The Way Things Are Done*

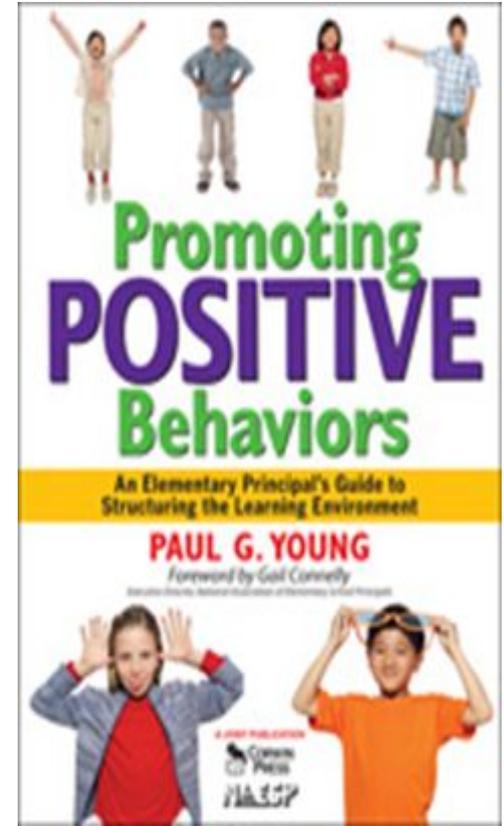


# Teach Hallway Movements

- **No student talking, only teacher voice for directions**
- **Keep to the right in halls**
- **Do not disrupt instruction in other classrooms**
- **Keep hands off student work on walls**
- **Consider it a challenge to be the best managed class in the school while moving in lines**

# Areas of Student Supervision and Management

- Homeroom/announcements
- Classroom instruction
- Restroom breaks
- Library/Science lab
- Hallway movements (to and from other areas)
- Cafeteria
- Lunchroom
- Indoor recess
- Detentions
- Dismissal (walkers, bus room, etc.)





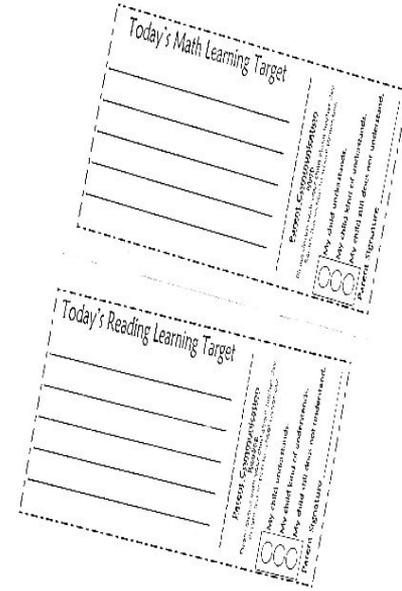
Teachers and students are more likely to succeed in a culture that fosters hard work, commitment to valued ends, an attention to problem solving, and a focus on learning for ALL students

# Positive vs Toxic

Take 2 Minutes at your table  
to develop a list of six  
adjectives that would  
describe the culture of our  
school.

# Communicate with Parents

- Share daily learning targets
- Communicate positives each day
- Establish trusting relationships
- Identify and encourage parent leaders
- positive phone Call



# THE CHILD FIND & SPECIAL EDUCATION PROCESS

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**NICOLE TRINH**  
**SCHOOL PSYCHOLOGIST, ED. S.**  
**OCTOBER 18, 2018**

# LEARNING TARGETS

---

- **Child Find Process**
- **Data Collection and Interventions**
- **Special Education Process**

**BRACE YOURSELVES**



**A POP QUIZ IS COMING**

imgflip.com

<https://kahoot.it/>

# WHAT IS CHILD FIND?

---

## Minnesota Department of Education

(statue C.F.R § 300.111)

**“All children with disabilities residing in the State and who are in need of special education and related services, are identified, located, and evaluated.”**

Child Find is the process of identifying students who are at-risk and providing them preventative supports prior to considering special education services.

- All school districts MUST have a Child Find process.

# CHILD FIND...

---

- is a continuous and systematic process through the school year
- is designed to PREVENT students from needing special education services
- involves interventions and data gathering
- begins in the general education setting
  - General education teachers and staff identify students who have difficulties being successful at school
  - Difficulties could be academic, behavioral, emotional, social, and/or medical

# EVERY SCHOOL SHOULD HAVE A **CHILD FIND TEAM!**

---

An **ideal** Child Find team should be multidisciplinary!



- Administrator
- Special Education Director/Coordinator
- Special Education Teacher
- General Education Teacher
- School Psychologist
- Social Worker
- Speech Pathologist
- Occupational Therapist
- English Language Teacher

## General Education Role:

- Bring up students of concern to Child Find Team using required forms
- Attend meetings
- Implement interventions
- Collect data & document progress (complete all paperwork)
- Monitor progress of interventions
- Follow up with the team on student progress

## Child Find Team Role:

- Facilitate Child Find meetings
- Provide guidance in developing interventions
- Help analyze intervention data
- Help evaluate student process in an intervention
- Provide guidance with transitional steps for Special Education Recommendation, if necessary
- Keep record of all intervention paperwork for the student

# CHILD FIND AT DUGSI → **MTSS TEAM**

---

- ❖ Brienna Dangelone, MTSS Facilitator
- ❖ Nicole Trinh, School Psychologist
- ❖ Megan Conlon, ASD Specialist
- ❖ Yusuf Mohamed, ROAR Team (Behavioral Support)
- ❖ Mariam Mohamed, EL Teacher (Interventionalist)
- ❖ Abby Cisek, EL Teacher
- ❖ Sheila Kruger, 3<sup>rd</sup> Grade Teacher
- ❖ Bruce Pichotta, 1<sup>st</sup> Grade Teacher

# MTSS STEPS AT DUGSI

---

- 1) Referring teacher completes MTSS referral form, submit to Brie.
- 2) Brie will do an observation, gather background information about the student, and schedule a meeting.
- 3) Referring teacher attends MTSS meeting to discuss interventions.
- 4) Intervention is implemented for 6-8 weeks.
- 5) MTSS team and teacher check intervention progress at follow-up MTSS meeting.

# CHILD FIND PROCESS (MTSS)

---

1. Identification of Concern
2. Data Collection
3. Complete of Referral Forms
4. Child Find Meeting
5. Implement Interventions
6. Evaluating Results



# BUT BEFORE WE PROCEED... LET'S CONSIDER!

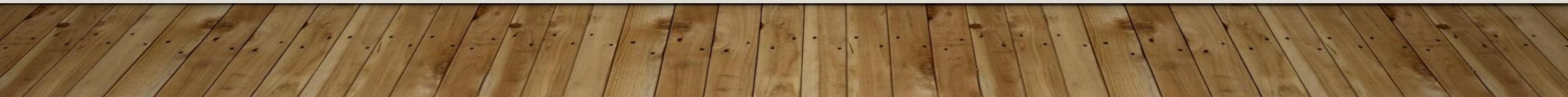
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Just because a student is having difficulties, it doesn't mean he/she needs interventions or special education supports.

Investigate the student as much as you can in all ways possible.

Sometimes, the simplest path is the most effective one.

Try Tier I interventions....

- ✓ Let the student adjust to classroom
  - ✓ Be patient and work on classroom management and explicitly explaining classroom expectations
  - ✓ Connect with parents and explain concerns
- 

BEST  
PRACTICE  
TIP

---



## TIP #1

Consult with your colleagues about your concerns before you make a referral!

- Grade level team
- Previous teachers
- EL teacher
- Specialists
- Student
- Support staff

# STEP 1: IDENTIFY PROBLEM/CONCERN

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*School-Wide Screening:* school-wide assessments (e.g. testing and benchmarks) are given to students to identify needs in academic, health/physical, social-emotional, and/or behavioral.

*Student by Referral:* Parent or teacher/school staff identifies students as achieving poorly and needing intervention.

BEST  
PRACTICE  
TIP

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## TIP #2

Contact parents and share concerns throughout the Child Find process.

# STEP 2: PRE-REFERRAL DATA COLLECTION

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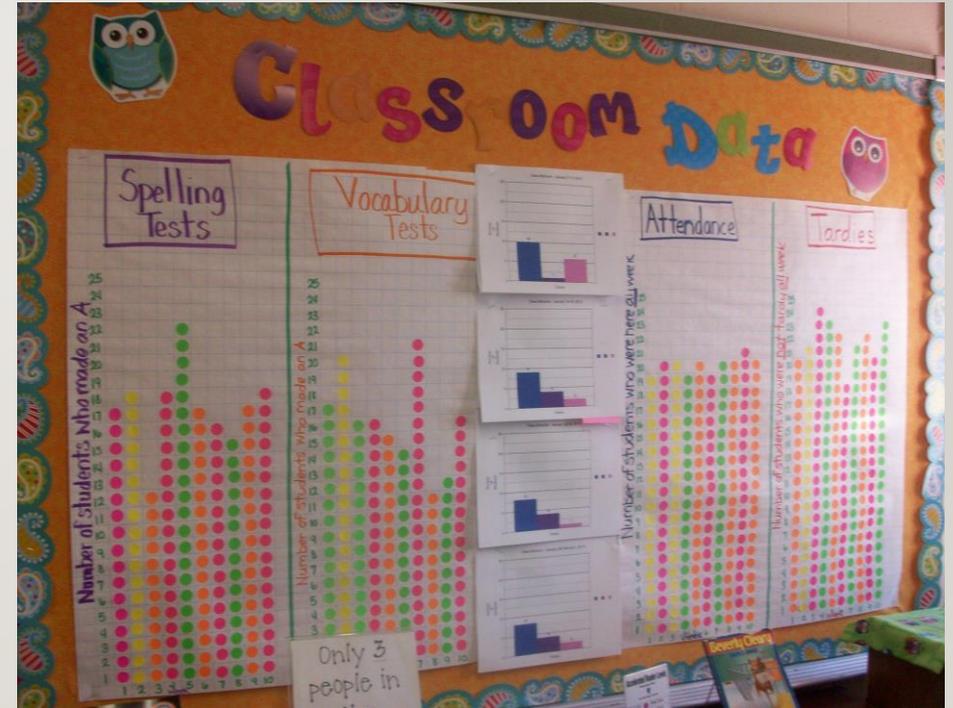
- Parent or teacher collects valuable student information regarding the area of concern.
  - helps us identify specific difficulties students may have with academic materials
  - help track, identify, and zero-in on certain behavior that are interfering with the students learning

*\*This is not the same as gathering data for progress monitoring for an intervention.*

# EXAMPLES OF PRE-REFERRAL DATA

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- ✓ Classroom weekly assessment scores
- ✓ MCA testing scores/MAP scores
- ✓ Other academic work samples
- ✓ EL or Title I progress scores
- ✓ PBIS and Behavioral Incident Reports
- ✓ Attendance Record



**DATA** shows the student's current progress

BEST  
PRACTICE  
TIPS

---



### TIP #3

If the student is receiving EL services, the student's English language proficiency should be considered.

### TIP #4

Involve the EL teacher and parents through the Child Find process.

## STEP 4: CHILD FIND MEETING

---

- The referring teacher meet with the Child Find team to present concern, data, and discuss interventions or other options.
- A plan of action should be decided by the end of the meeting with follow-up.



## STEP 5: IMPLEMENTING INTERVENTIONS

---

- The referring teacher should know what, when, where, and how long to do the intervention.
- An intervention should be 6-8 weeks to yield meaningful data!

# STEP 6: EVALUATING RESULTS

---

Intervention data will be reviewed.

If the student **made** progress...

- General education is continued with or without an intervention
- Progress monitoring may continue

If the student **did not** make progress...

The Child Find team discuss if a special education evaluation is warrant

BEST  
PRACTICE  
TIP

---



## TIP #5

Keep documentation of the whole  
Child Find process in the student's  
referral record.

# SPECIAL CONSIDERATIONS

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**Minnesota Department of  
Education**  
**(Status 125A.56)**

**“A special education evaluation team may waive this requirement when it determines the pupil’s need for the evaluation is urgent. This section may not be used to deny a pupil’s right to a special education evaluation.”**

The Child Find team can forgo or expedite interventions under urgent circumstances. Some common situations for which an evaluation can immediately start are:

- Safety of the student, other students, or staff in the school
- Two interventions have been completed in his/her previous schools
- Out-of-school evaluation completed and the team decides that results warrant a special education evaluation

# SPECIAL CONSIDERATIONS

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## SAFETY CONCERN

- Example: A student throws furniture whenever upset and is physical aggressive towards others. The teacher and students are scared about their safety in the classroom. Some support from admin and an intervention has been tried but the student's behaviors are deemed dangerous.
- \* Ongoing documentation of all incidents and supports in place.

## TWO INTERVENTIONS

- Example: A new student is referred to MTSS. The team contacted the previous school and found that the student have had two interventions. The interventions were completed with fidelity and data showed no progress. The previous school faxed over documentation of the interventions.
- \* MUST be documented with data showing NO progress



---

# DIGGING DEEPER INTO **INTERVENTIONS**



# INTERVENTIONS

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## Minnesota Department of Education

(Statue 125A.56)

**“Before a pupil is referred for a special education evaluation, the district must conduct and document at least two instructional strategies, alternatives or interventions using a system of scientific, research-based instruction and intervention in academics or behavior, based on the pupil’s needs, while the pupil is in the regular education classroom. The pupil’s teacher must document the results.”**

- There should be a minimal of **two interventions** completed in the Child Find process.

BEST  
PRACTICE  
TIP

---



## TIP #6

Know the difference between an intervention and an accommodation!

*Interventions should not be confused with accommodations.*

# WHAT IS AN INTERVENTION?

---

Another level of instruction and support

A way to measure growth either academically, behaviorally, or social-emotionally.

- Interventions should TEACH a specific skill that is measurable
- It has a beginning point, a BASELINE
- It has a GOAL that is measurable, realistic, and attainable
- It can be MONITORED and progress can be measured to ensure it is working
- Is actually FOLLOWED through on
- It should take 6 – 8 WEEKS to complete (can be negotiable in some cases)

# AN INTERVENTION IS **NOT**...

---

- *A quick fix (i.e. to be completed in one day or week)*
- *An accommodation (i.e. fair/equal access – seen in 504 plans)*
- *A modification (i.e. changing expectations – seen in IEPs)*

# WHAT IS AN ACCOMMODATION?

---

A CHANGE made to instruction intended to help a student without changing the instruction of materials delivered. Changes *how* the child learns.

- Preferred seating
- Extra time to complete a task
- Extra educational materials to help student (text books for home and school)
- Para-support
- Not intended to be measured, simply implemented

# LETS PRACTICE...

---

## **Accommodation OR Intervention?**

- Sending a book home with a student to practice reading every day for 6 weeks.
- Giving a child 10 problems based on the content being learned that day and measuring how many the child can complete successfully.
- Having a Para work with the student during writing class for 15 minutes.

# THE ANSWER IS...

---

- ❖ Sending a book home with a student to practice reading every day for 6 weeks

**Accommodation** – It's a change in *how* that student is learning is taking place. It is not accurately measurable.

- ❖ Giving a child 10 problems based on the content being learned that day and measuring how many the child can complete successfully.

**Intervention** – We are measuring fluency with math to help support progress in math class.

- ❖ Having a Para work with the student during writing class for 15 minutes.

**Accommodation** – This is not measurable. It is changing *how* the child is learning.



# INTERVENTION BASIC STEPS

---

1. Problem Identification
2. Baseline
3. Goal Setting
4. Implementation (Teach)
5. Progress Monitoring
6. Check Growth

# Step 1 - Problem Identification

- 1) Describe in clear, specific terms of academic, behavior, or social problem
- 2) Select data collection method
- 3) Decide how frequent to collect data for progress monitoring

# STEP 2 - BASELINE

---

- Data collect **PRIOR** to beginning an intervention
- Collect **minimal 3 data points** to determine student's current skills level/performance
- Baseline can be collected through:
  - ✓ Quizzes/tests – math probes worksheet, spelling test, short reading narratives
  - ✓ Rubrics – assignment rubric for grading
  - ✓ Checklists – daily homework checklist
  - ✓ Observations – keeping track of on/off task behaviors
- Looks at the trend/rate of improvement to set goal

# STEP 3 - GOAL SETTING

---

Set a specific outcome goal BEFORE starting intervention

Look at trend line / Rate Of Improvement from baseline data (calculated by selecting the median or mean) to help determine a goal

A goal should be....

**S** = specific

**M** = measurable

**A** = attainable

**R** = results-oriented

**T** = time-bound

# GOAL SETTING EXAMPLE

---

Sammi is in second grade and is not meeting grade level standards in Reading.

Classwork indicates that she can read 10% of the sight words.

The goal of the intervention is to measure growth in sight words recognition and fluency.

**Is it fair to expect her to make a 90% change in growth in 4 weeks? 6 weeks? 8 weeks?**

**What would be a reasonable and attainable goal for Sammi?**

**What would help us create a fair goal?**

- *Reasonable Goal: Sammi will be able to name and identify at least 50% of the sight words in 8 weeks.*

BEST  
PRACTICE  
TIP

---

## TIP #7

A goal should also be realistic BUT  
challenging!



# STEP 4 - IMPLEMENTATION

---

Determine who is responsible for doing the intervention

- when and where (e.g. during silent reading time, in the library)
- how frequent it will take place (e.g. 3 days a week)
- how long is each session (e.g. 10 minutes per session)

\*Time use to collect baseline DOES NOT count as part of 6 weeks intervention

# Student Copy

# Form 3-1

## Word Reading

I	way	great	all	sun	but	work	under
left	ball	below	always	took	new	move	who
side	dollars	found	passed	watch	rich	crops	another
father	history	isn't	ready	amount	trails	matter	waves
shape	early	clear	sense	cannot	taxes	square	vowel
base	single	difference	even	ago	suddenly	pair	cattle
probably	caught	control	return	serve	heavy	president	realize
branches	action	exciting	suppose	equal	force	mind	thick
chance	blood	business	capital	human	coast	fair	governor
settled	tube	understand	entered	electric	silent	value	spread
ten	don't	dropped	under	top	bill	small	when
I'm	myself	deep	anyone	name	open	clean	farming
getting	didn't	journal	through	really	anything	wait	pair
fossil	realize	community	federal	caught	practice	general	resources
century	senior	irrigate	commercial	astronaut	urban	divided	though
crisis	mulch	adapt	military	canyon	rise	human	lifted
terms	special	independent	straight	control	protest	uncle	members
hours	terror	followed	strange	branches	chance	current	silent
observe	increase	supply	coast	captain	brought	entered	island
English	printed	square	thought	journal	complete	compare	believe
movement	blood	shoulder	value	factories	among	wire	rhythm
received	cultivate	legal	spread	statement	thick	silent	reached

# Assessor Copy

# Form 3-1

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Word Reading

**Directions:** Place the "Word Reading Student Copy" probe in front of the student and say, "Please read from this list of words. Read across the page and then on to the next row." Demonstrate by sweeping your finger from left to right across the first two rows of words. Start timing when the student begins reading. Mark a bracket ] after the last word read. If a student self corrects, write S.C. above the word and count as correct. If they say an incorrect word, mark a slash through the word, and count as incorrect. If they hesitate more than 3 seconds, supply the word and count as incorrect. If a student skips a word, circle the word and count it as incorrect. **Note: This is a 60 second timed test.**

I	way	great	all	sun	but	work	under	8
left	ball	below	always	took	new	move	who	16
side	dollars	found	passed	watch	rich	crops	another	24
father	history	isn't	ready	amount	trails	matter	waves	32
shape	early	clear	sense	cannot	taxes	square	vowel	40
base	single	difference	even	ago	suddenly	pair	cattle	48
probably	caught	control	return	serve	heavy	president	realize	56
branches	action	exciting	suppose	equal	force	mind	thick	64
chance	blood	business	capital	human	coast	fair	governor	72
settled	tube	understand	entered	electric	silent	value	spread	80
ten	don't	dropped	under	top	bill	small	when	88
I'm	myself	deep	anyone	name	open	clean	farming	96
getting	didn't	journal	through	really	anything	wait	pair	104
fossil	realize	community	federal	caught	practice	general	resources	112
century	senior	irrigate	commercial	astronaut	urban	divided	though	120
crisis	mulch	adapt	military	canyon	rise	human	lifted	128
terms	special	independent	straight	control	protest	uncle	members	136
hours	terror	followed	strange	branches	chance	current	silent	144
observe	increase	supply	coast	captain	brought	entered	island	152
English	printed	square	thought	journal	complete	compare	believe	160
movement	blood	shoulder	value	factories	among	wire	rhythm	168
received	cultivate	legal	spread	statement	thick	silent	reached	176

# Correct \_\_\_\_\_

# I CAN DO IT!

MY GOALS	Monday	Tuesday	Wednesday	Thursday	Friday
 <p>I paid attention to my teacher.</p>					
 <p>I did not talk to my peers during work time.</p>					
 <p>I was focus and on-task.</p>					

TOTAL POINTS: \_\_\_\_\_

MY GOAL: \_\_\_\_\_ MY REWARD: \_\_\_\_\_

# SAMPLE INTERVENTION TIMELINE

---

1. Baseline week: gather data prior to intervention
2. Week 1: teach skill
3. Week 2: teach & progress monitor
4. Week 3: teach skill
5. Week 4: teach & progress monitor
6. Week 5: teach skill
7. Week 6: teach & progress monitor
8. Week 7: discuss outcomes (review progress monitoring data)

# IMPORTANT TO REMEMBER....

---

## Multiple concerns about a student?

- Prioritize which area is most concerning
- An intervention for each area of concern (e.g. reading fluency first and then reading comprehension)
- Two interventions per area of concern (e.g. two reading, two math, two behavior)
- Sometimes, two interventions can be done at the same time... **ONLY IF** the interventions don't influence the results for both areas being measured (e.g. reading comprehension and appropriate behaviors during math time)

# STEP 5 – PROGRESS MONITORING

---

## What it does:

- **Snapshot** of how student is doing on a specific skill
- Shows how well intervention is working – consistently, ongoing **documentation of** student's performance
- Helps the Child Find team with **decision making**

## What can be:

- Observations
  - Tests
  - formal/informal assessments
- 

# I CAN DO IT! Chart



<p><b>MATH TIME</b></p> 	<p>PUT STICKER HERE</p> 
<p><b>1. Criss Cross Applesauce</b></p> 	
<p><b>2. Eye on Speaker</b></p> 	
<p><b>3. Hands to Self</b></p> 	
<p><b>4. Keep Quiet</b></p>  <p>Shhhhhh!</p>	
<p><b>5. Back to Desk</b></p> 	
<p><b>6 Work Time</b></p> 	

**4 Stickers =**



## Behavioral Data Chart

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Target Behavior: \_\_\_\_\_

DATE:	TIME		ACTIVITY	BRIEF DESCRIPTION	OUTCOME
	START	STOP			

NOTES/COMMENTS:

J13

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
1	<b>Reading Comprehension Data Sheet</b>																		
2	<b>DATES</b>	<b>EXAMPLE</b>	<b>BASELINE (on own) DATE: _____</b>	<b>BASELINE &amp; DATE</b>	<b>BASELINE &amp; DATE</b>	<b>Data point 1 (with instruction or teacher support)</b>	<b>Data point 2 (with instruction or teacher support) DATE:</b>	<b>Data point 3</b>	<b>Data point 4</b>	<b>Data point 5</b>	<b>Data point 6</b>	<b>Data point 7</b>	<b>Data point 8</b>	<b>Data point 9</b>	<b>Data point 10</b>	<b>Data point 11</b>	<b>Data point 12</b>	<b>Data point 13</b>	<b>Data point 14</b>
3	Number of details in summary	4 out of 6																	
4	Number of context clues found	2 out of 3																	
5	Overall comprehension (%)	6 out of 9 = 66%																	
6																			
7																			
8																			
9																			
10																			
11																			
12																			
13																			
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24																			
25																			

### Progress Monitoring Graph

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Data Collector: \_\_\_\_\_ Teacher: \_\_\_\_\_

Academic/Behavioral Task: \_\_\_\_\_

Data Collected/Probes: \_\_\_\_\_

Goal: \_\_\_\_\_

66												
64												
62												
60												
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8												
6												
4												
2												
	Baseline	Baseline	Baseline	1	2	3	4	5	6	7	8	9
DATE												

# Universal Data Chart

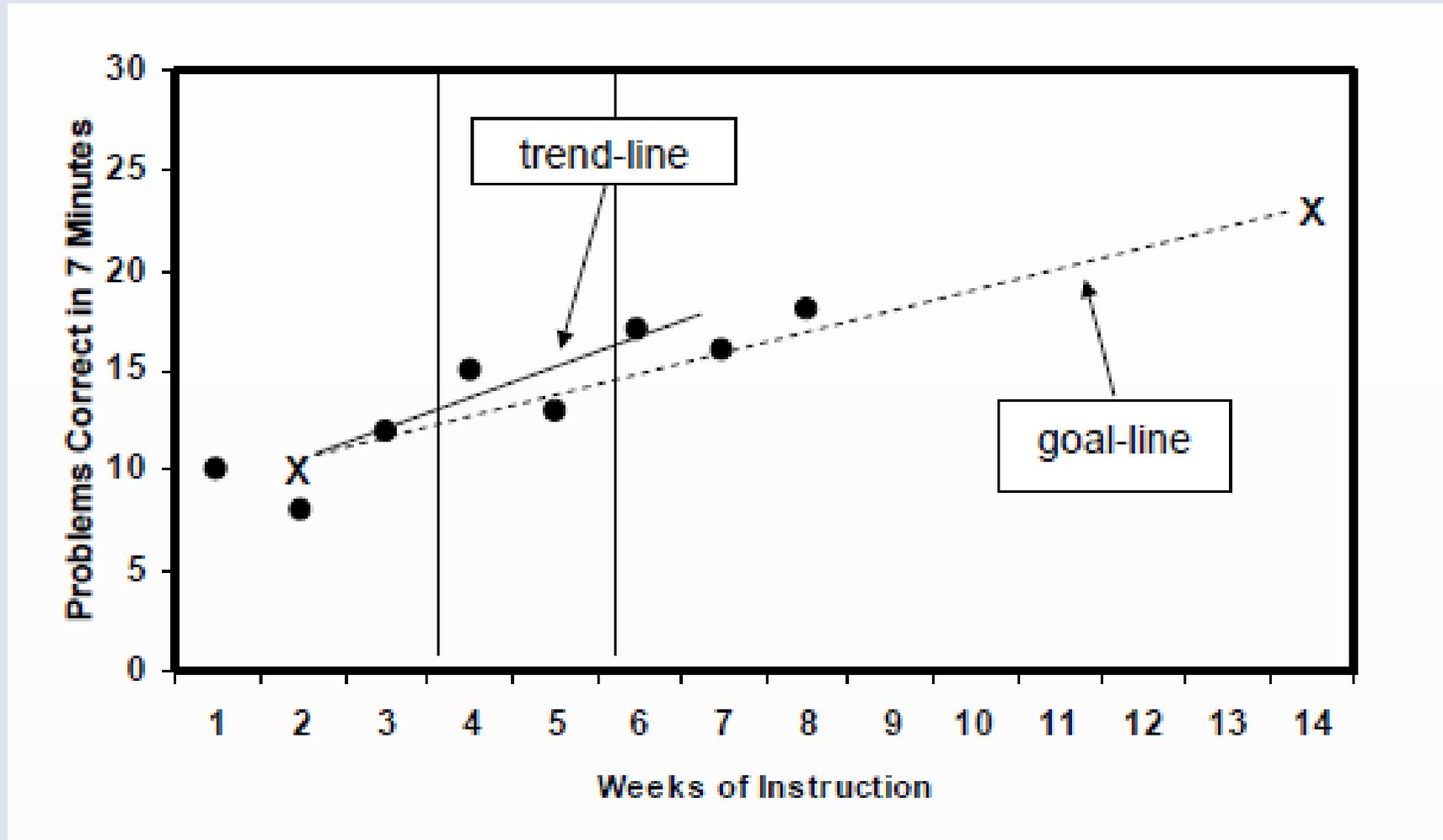
Behavioral Frequency

Academic Scores

# STEP 6 – CHECK GROWTH

Did the intervention work?	Did the student reach the goal?	Is the student at grade level?	What is the next step?
✓ YES	✓ YES	✓ Yes	End the intervention
✓ YES	✓ YES	X NO	Continue intervention until student reaches grade level
✓ YES	X NO	X NO	Modify intervention
✓ NO	X NO	X NO	Start a new intervention OR refer for SPED evaluation

# WHAT DOES THE DATA SHOW ABOUT THIS INTERVENTION?



# INTERVENTION RESOURCES

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<https://easycbm.com/>

<http://www.interventioncentral.org/>

<http://www.pbisworld.com/>

<http://www.rti4success.org/>

[http://www.scred.k12.mn.us/rt\\_i/minnesota\\_rti\\_center](http://www.scred.k12.mn.us/rt_i/minnesota_rti_center)

# Prereferral Considerations for Special Education Evaluation

## Critical Features

- Documented two **INTERVENTIONS** over a period of 6-8 weeks each (12-14 weeks total)
- Takes place in the general education setting
- Data collected and progress measured

BEST  
PRACTICE  
TIP

---



## TIP #8

Ask your Child Find team for help anytime about your intervention!

- setting up
- collecting data
- drawing conclusion



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# **SPECIAL EDUCATION DUE PROCESS**

# FIRST... WHAT IF A PARENT REQUEST AN EVALUATION?

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The school will IMMEDIATELY start a Special Education.

**THIS IS A BIG  
MISCONCEPTION!**

# HANDLING A PARENT REQUEST

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The school will respond within **10 school days** to the parent either the school will accept or deny their request for an evaluation.

Two ways:

1. **A written letter (by administrator)**

2. **A meeting with parent (recommended)**

- Allows the school and parents to fully address the concerns for the student
  - Gather more background information about the student
  - Discuss possible interventions or accommodations
- 

BEST  
PRACTICE  
TIP

---



## TIPS #9

Document **ALL** communication with parents.

- ✓ Phone calls (date, time, and reason)
- ✓ Emails (save the thread)
- ✓ Meetings (sign-in sheet, agenda, and notes)
- ✓ Letter (date and reason)
- ✓ Casual Conversation (date, time, and notes)

# SPED DUE PROCESS

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- Federal and State mandates requires a Due Process to determine eligibility and provide services to students who qualify.
- interventions (2 minimal)
- referral
- evaluation plan
- evaluation process (assessments and observations)
- eligibility determination (3 years reevaluation)
- IEP plan
- IEP process (annual update and meeting)

## General Ed. Teacher Role:

- ✓ Attend SPED evaluation planning meetings
- ✓ Complete assessment forms and provide information about your student
  - Interview
  - Rating scales
  - Be flexible with your student's schedule during an evaluation process
- ✓ Attend evaluation share meetings
- ✓ Attend IEP meetings
- ✓ Know your student's IEP and follow the plan

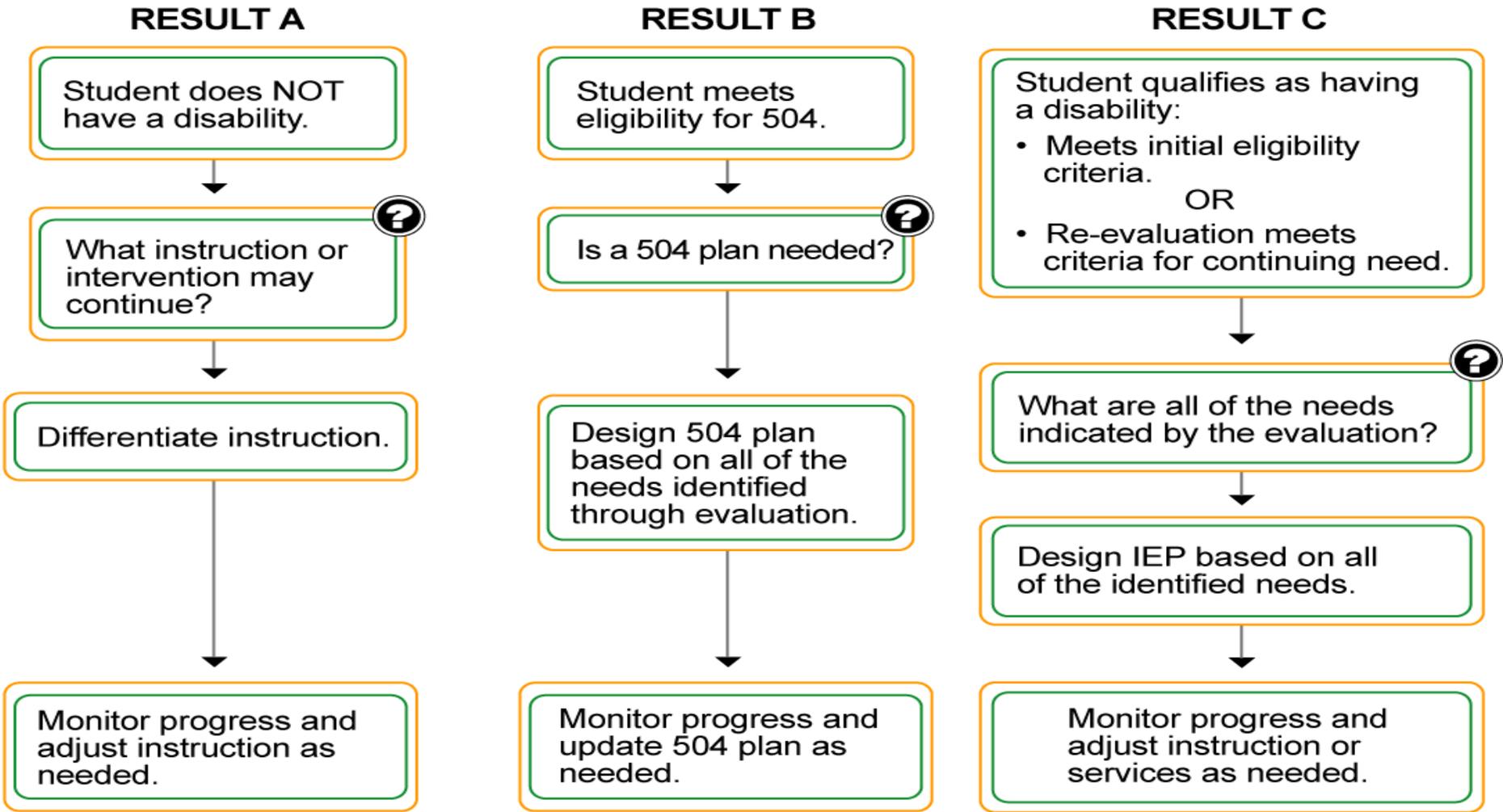
## Special Education Team

### Role:

- ✓ Gather information from teachers and parents about the student
- ✓ Complete assessments and observations on the student
- ✓ Complete due process paperwork
- ✓ Keep track of evaluation timeline
- ✓ Set up evaluation and IEP meetings



**RESULTS OF SPECIAL EDUCATION EVALUATION**



# SPED DISABILITY CATEGORIES

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Per MDE there are 13 categories, each category has it's own eligibility criteria

Criteria are met when evaluation results indicate that the student has a disability condition that interferes with his/her progress in school

- Severely Multiply Impaired
- Autism Spectrum Disorders
- Blind-Visually Impaired
- Deaf-Blind
- Deaf and Hard of Hearing
- Developmental Cognitive Disabilities
- Developmental Delay
- Emotional or Behavioral Disorders
- Other Health Disabilities
- Physical Impaired
- Specific Learning Disabilities
- Speech or Language Impairments
- Traumatic Brain Injury

# WHY IS MY STUDENT NOT A CANDIDATE FOR A SPECIAL EDUCATION EVALUATION?

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- 1) Student's behavior is not affecting their academics or success in school
- 2) Student responded well to interventions or other types of support
- 3) Student may have exclusionary factors that is affecting his/her progress
- 4) Student's need may be meet with other types of support (e.g. 504 plan, medications, outside therapy, etc.)

# EXCLUSIONARY FACTORS

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- lack of appropriate instructions in reading, math, or writing
- gaps in the student's educational history
- limited English proficiency
- visual, hearing, or motor impairment
- emotional disturbances or situational trauma
- cultural factors
- environment or economical disadvantages
- school attendance

# CHILD FIND & SPED PROCESS TAKES TIME

STEPS	DAYS	EXAMPLE
1. Initial Referral & Meeting	1-2 weeks	Oct 2
2. Intervention 1	6-8 weeks	Oct 16 – Nov 24
3. Intervention 2	6-8 weeks	Nov 27 – Jan 26
4. PWN and Planning Meeting	1-2 weeks	Feb 9
5. Parent Consent for Evaluation	*Unlimited school days for initials *14 school days for reevaluations	*No consent, process stops *Evaluation starts on Mar 5, due April 13
6. Evaluation & Result Meeting	30 school days	*Signed Feb 9, evaluation due Mar 26 *Evaluation starts on Mar 5, due April 13
7. Parent Consent for Services	*Unlimited school days for initial IEP *14 school days for annual IEP	*No consent, no services *IEP starts after 14 days for annual
8. Individual Education Plan Development	*30 days for initial *10 days for reevaluation	*Signed March 26, IEP plan due May 7 *Due April 13, IEP plan due April 27
9. Parent Consent for Approval of IEP plan	Unlimited school days for initial IEP	No consent, services may not start

THAT'S IT!

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