



Advocating for Children with Special Needs: Tips & Tools for Health Relationships



Hello!



I am Stephanie Duer

HB19 Mental Health Outreach Specialist
Tri-County Behavioral Healthcare & ESC 6

Hello!



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Special Education Behavior Specialist
Region 6 Education Service Center

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Introduction
Overview of disabilities and
characteristics

Types of Disabilities

Autism (AU)	Deaf/Hard of Hearing (DHH) <i>formerly Auditory Impairment</i>	Deaf-Blindness (DB)	Emotional Disturbance (ED)
Intellectual Disability (ID)	Multiple Disabilities (MD)	Noncategorical Early Childhood (NCEC)	Orthopedic Impairment (OI)
Other Health Impairment (OHI)	Specific Learning Disability (SLD)	Speech Impairment (SI)	Traumatic Brain Injury (TBI)
Visual Impairment (VI)			

Strategies

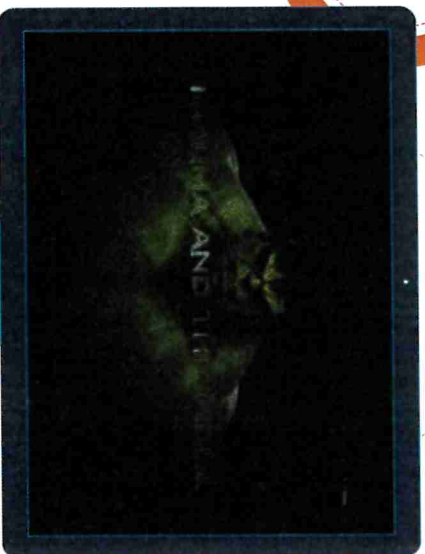


How can we help kids manage BIG feelings that result in BIG behaviors?

What are some strategies they mention?

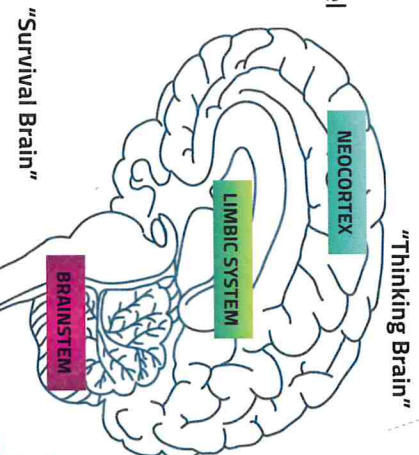
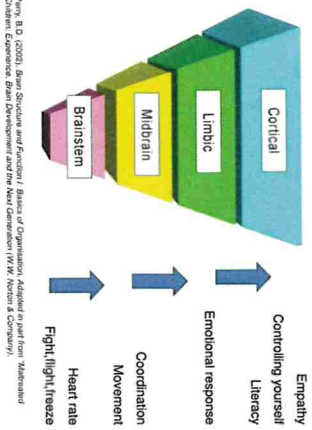
Did you notice:
It takes 45 minutes for the body to metabolize all of the stress hormones?

Let's learn about the stress response system!

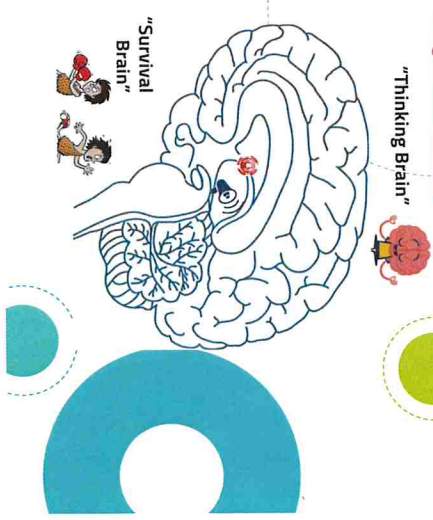


The Stress Response System

Perry's Neurosequential Model



The Stress Response System



So What is Behavior?

- Communication
- Serves a function
- Observable but not always seen
- Occurs in a Context
- Several-way complex interaction: culture, biases, expectations
- Is learned
- Is developmental
- Is reinforceable
- Is changeable
- Is interacting
- Is dynamic



Proactive vs. Reactive

Proactive:
When adults use effective de-escalation techniques as a student's behavior is becoming more intense, they have a unique opportunity to prevent intense behavioral responses or other student behavior that often leads to disciplinary removal, stigmatization, marginalization, or harm to the student or others.

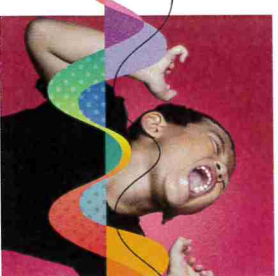


A → B → C
(Antecedent) (Behavior) (Consequence)

Reactive:
In the event de-escalation strategies do not work, adults engage in choices to manage the crisis behaviors.

There can be a number of interventions, from non-verbal to physical restraints. It is important to keep in mind that "reactive" interventions may be also known as consequences - and for students who exhibit difficulty in self-regulation, then it is crucial to teach them how to self-manage - once the student is completely calm and safe after an incident.

LET'S TALK ABOUT DYSREGULATION

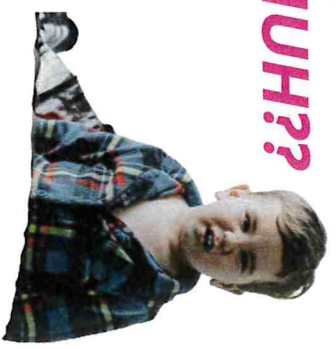


Dysregulation is occurring because of disruptions in the lower brain regions that cause chaotic, out-of-control or dissociative behaviors

60 De-escalation Strategies

1. Act calm even if you're not.
2. Say, "Let's talk about this other..."
3. Use a calm, steady voice.
4. Lower your voice.
5. Give a choice.
6. Ask, "What would help you right now?"
7. Ask, "What do you need?"
8. Change the subject to a positive one.
9. Give personal space.
10. Say, "I see where you are coming from."
11. Do not touch anything they like.
12. Show that you're listening.
13. Remove the audience.
14. Say, "I want to help you."
15. Ask, "What are you thinking they like?"
16. Make a joke.
17. Encourage the person.
18. Remind them of something amusing.
19. Say, "I can do this."
20. Call another adult for help.
21. Say, "Let's wait. I think they can help."
22. Be willing to find a solution.
23. Offer to change the way you are doing.
24. Be able to let the person go.
25. Avoid over-reacting.
26. Avoid over-protecting.
27. Stay calm.
28. Stay active.
29. Let the person talk without interrupting.
30. Say, "I see your point."
31. Offer to take a walk with the person.
32. Give them something to do.
33. Remind them of something they love.
34. Apologize for something you did later on or the way it was taken.
35. Invite them to do a preferred activity.
36. Ask if they can explain more about how they're feeling.
37. Try to understand the person's perspective.
38. Show your self down to avoid getting angry.
39. Say, "So, you're upset because... right?"
40. Don't say "calm down."
41. Show empathy.
42. Encourage the person to use a coping strategy.
43. Don't take blame or personal responsibility from them.
44. Encourage the person to take a walk or go to a safe place.
45. Ask the person to go to a safe place (e.g., sitting room or walking away).
46. Ask, "Should I help if...?"
47. Keep escape routes open to the door.
48. Control the person with positive reinforcement.
49. Acknowledge what you agree with the person.
50. Remind the person, "You're not in trouble."
51. Tell the person, "I'm here for you."
52. Say, "Talk to me," and listen.
53. Tell the person to take a minute to themselves.
54. Distract by saying, "Hey, let's go."
55. Distract by saying, "Hey, let's go."
56. Be respectful to your tone.
57. Do not work in the moment.
58. Spend time de-escalating for the person.
59. Ask them to draw a picture of what happened.
60. Avoid needing to get the last word.

HUH??



CAN YOU THINK OF SOME EXAMPLES OF DYSREGULATED BEHAVIOR?

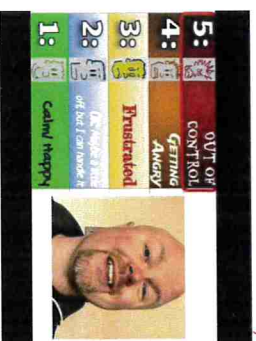
- Dysregulation happens when the brain responds to SENSORY input in a manner that TRIGGERS the ALARM state.
- Poor ability to manage emotional responses or to keep them within an acceptable range of typical emotional reactions.
- Once in the brainstem, information is compared to prior experiences. If the information matches with a threatening or dangerous experience, that results in stress response and dysregulation.

Self-Regulation Activities: Breathe!

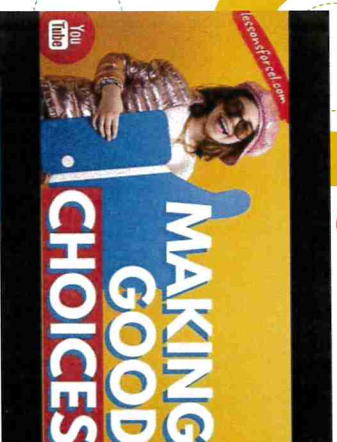


Self-Regulation Activities: A Scale

Sample Incredible Five-Point Scale		
Rating	How I Feel	What I Need
5		
4		
3		
2		
1		



Self-Regulation Activities: Making Choices



Self-Regulation: Self-Talk



- ★ You are not your thoughts
- ★ Notice how your thoughts make you feel
- ★ Notice and respond to your thoughts
- ★ Like waves in the ocean, thoughts are always passing through our minds

Self-Regulation: Communication & Speech Impairment



Self-Regulation Strategies

[Virtual Relaxation Room](#)

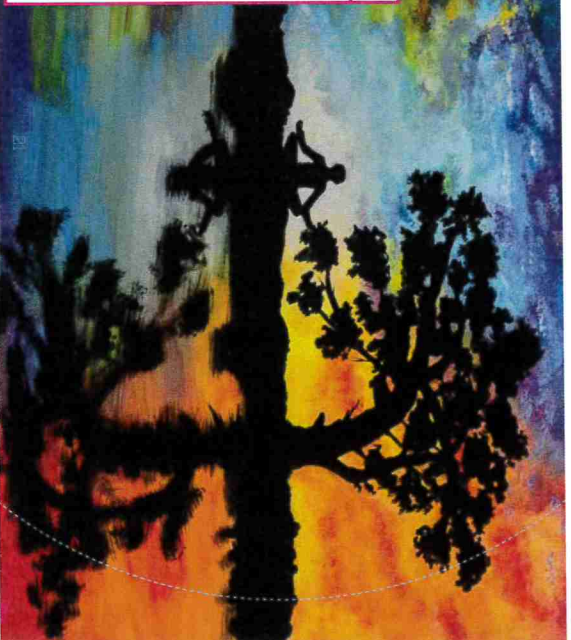
[Child Mind- Videos \(for elementary, middle and high school\)](#)

[Tools for Youth & Teens \(videos\)](#)

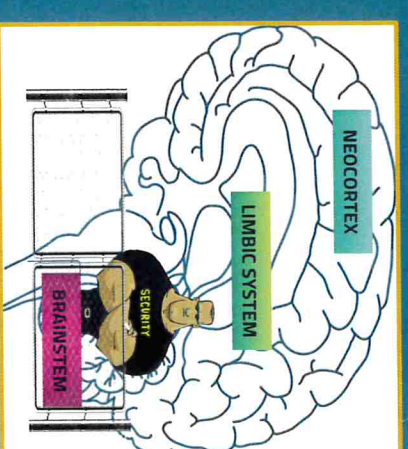
[Virtual Calming Room](#)

[Guided Meditation](#)

[Mindfulness Activities for Teens](#)



- **Every** piece of information that enters your brain passes through the brainstem and works its way up. If it can get past the brainstem.
- If it gets stopped by security, nothing is making it to the "thinking brain".
- No reasoning is taking place. Only survival. You CANNOT reason or argue with a dysregulated person.



Discipline

is....



1. To punish or penalize for the sake of enforcing obedience and perfecting moral character
2. To train or develop by instruction and exercise especially in self-control

"Fire can warm or consume, water can quench or drown, wind can caress or cut. And so it is with human relationships; we can both **create** and **destroy**, **nurture** and **terrorize**, **traumatize** and **heal** each other."

~Bruce D. Perry

Trauma Informed Discipline is....



1. Lead with the relationship and follow with the consequence.
2. Teach children how to manage themselves. External consequences do not teach skills that are lacking.

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ADVOCACY RESOURCES!!

- Partners Resource Network
<https://prntexas.org/>
- Provides assistance when advocating for students with disabilities.
- Offers FREE webinars, in person events and resources.
- CRCG- Community Resource Coordination Group
- Can be contacted to staff a student
- Many agencies come together to create a plan and find resources.

Encourage Self-Advocacy

- Talk to your student about how to appropriately ask for what they need.
- Role play talking to adults.
- If possible, let the adult know what you have been working on.

My Feelings/My Needs
What do you need others to say or do when you feel mad, sad, and scared?

When I feel MAD, I need you to	SAY	DO
When I feel SAD, I need you to	SAY	DO
When I feel SCARED, I need you to	SAY	DO

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PROBLEM SOLVING
When an event happens, what you think will affect what you feel and what you do.

Situation	Thoughts	Feelings	Behavior	Outcome
Describe the situation:	What were your thoughts?	How did you feel?	What were your behaviors (how did you react)?	What was the outcome?

Do you ever feel Stress??



How can we take care of ourselves so we can take care of the kids we serve?

We live in a world in which we need to share responsibility. It's easy to say it's not my child, not my community, not my world, not my problem. Then there are those who see the need and respond. I consider those people my heroes.

~Fred Rogers

Experiencing Stress

Why yes, I am a bit stressed.

Why do you ask?

Physical	"My shoulders are tense."
	"I'm getting headaches."
	"I'm tired all of the time."
Thoughts	"I can't focus."
	"I expect the worst."
	"I'm worrying more."
Emotions	"I'm super irritable."
	"I feel overwhelmed."
	"I feel nervous all the time."
Behaviors	"I've been biting my nails."
	"I'm lying awake all night."
	"I've been drinking to relax."

Impact of Trauma Helping Professionals

Secondary Traumatic Stress: The presence of PTSD symptoms caused by indirect exposure to other people's traumatic experiences.

Vicarious Trauma: The cumulative effect of working with traumatized students and their families that leads to negative changes in how staff view themselves, others, and the world.



*An empty tank
will take you exactly
NOWHERE.
Take time to refuel.*



Physical
Ex. Daily Exercise
Healthy Diet
Adequate Sleep

Emotional
Ex. Avoid negativity &
engage in positive
activities

Spiritual
Ex. Spend time in nature
Engage in meditation or
prayer

Social
Ex. Schedule dates with
spouse/partner
Ask for support for others
Monitor your social media
intake

Consider Goals in All Areas

Thanks!
Any questions?

You can find us at:
Fabiana Bezerra - FBezerra@esc6.net
Stephanie Duer - Sduer@esc6.net

You can access this presentation at:
www.bit.ly/ESC6CASA

Quotations are commonly printed
as a means of inspiration and to
invoke philosophical thoughts from
the reader.



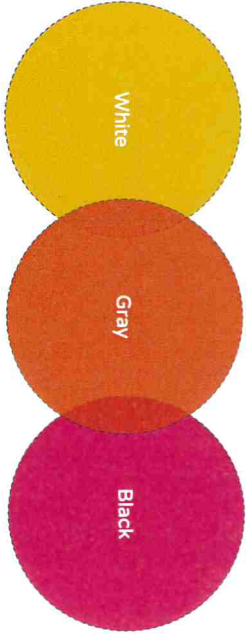
A picture is worth a thousand words

A complex idea can be conveyed with just a single still image, namely making it possible to absorb large amounts of data quickly.



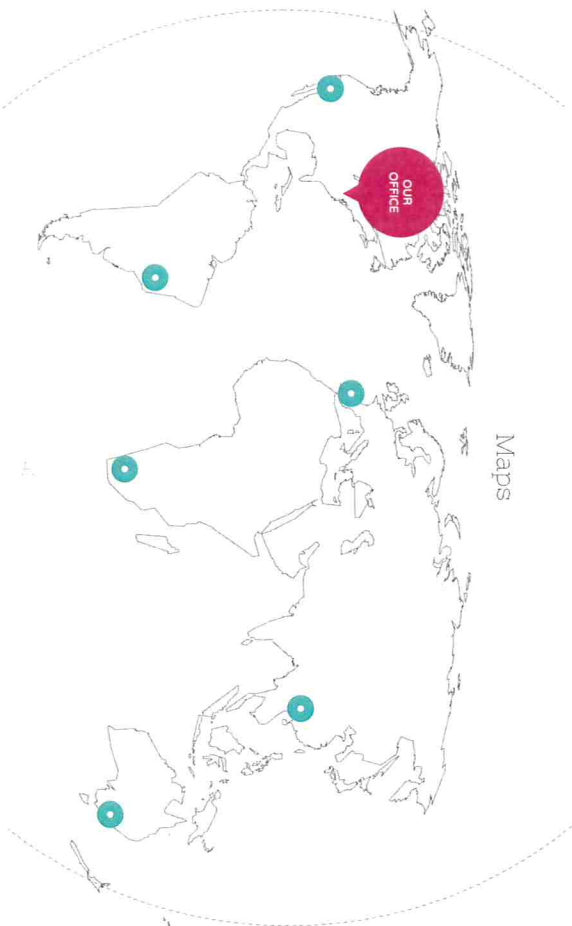
Want big impact? Use big image.

Use charts to explain your ideas



And tables to compare data

	A	B	C
Yellow	10	20	7
Blue	30	15	10
Orange	5	24	16



89,526,124

Whoa! That's a big number, aren't you proud?



89,526,124\$

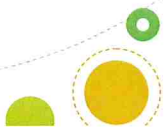
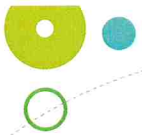
That's a lot of money

185,244 users

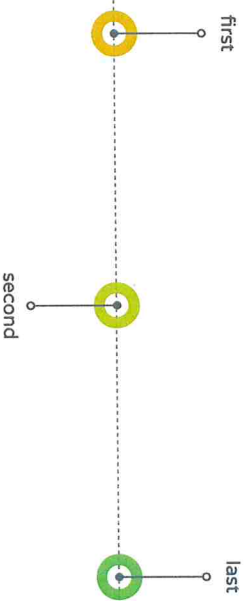
And a lot of users

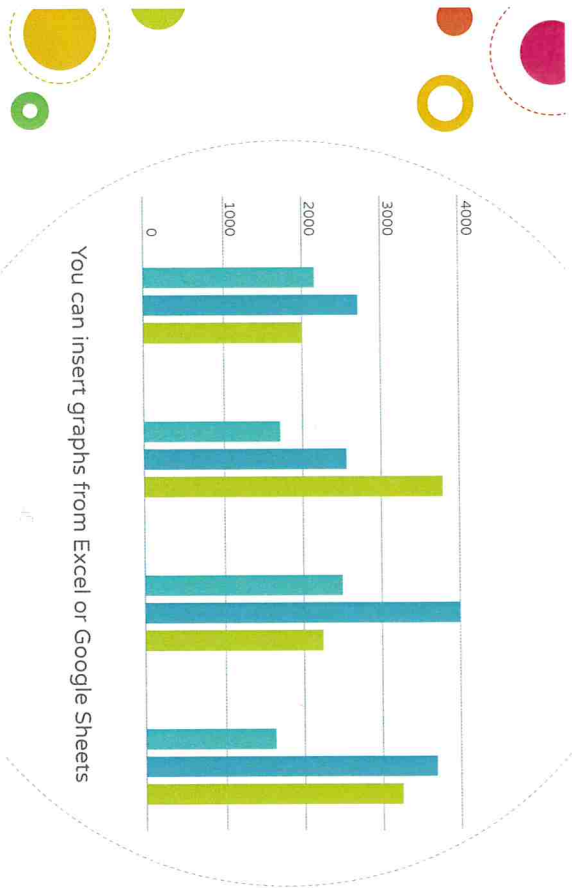
100%

Total success!

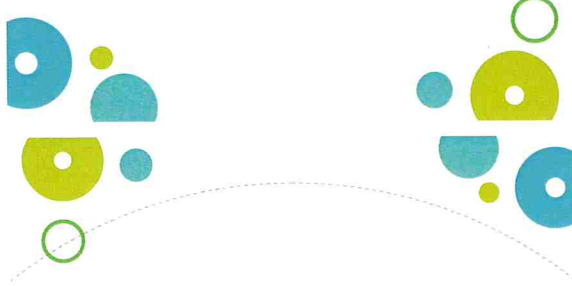


Our process is easy





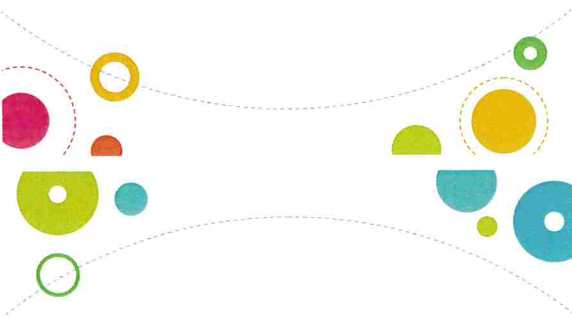
You can insert graphs from Excel or Google Sheets



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Credits

Special thanks to all the people who made and released these awesome resources for free:

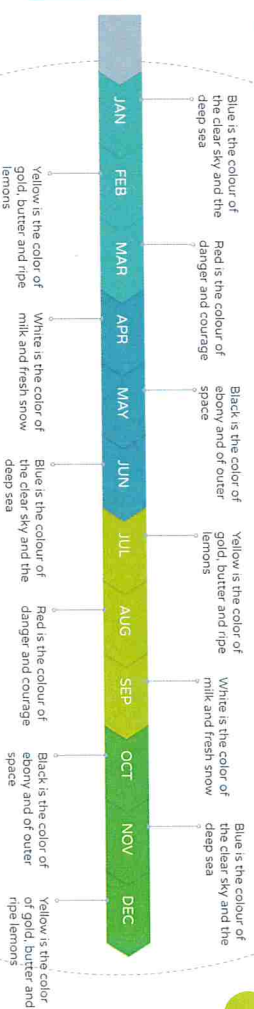
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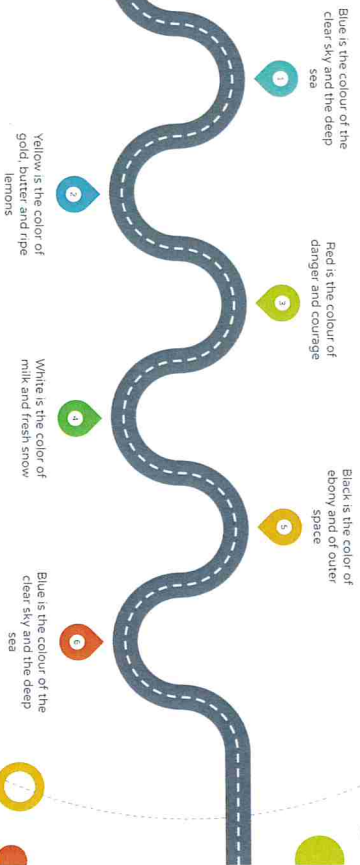
Extra Resources

For Business Plans, Marketing Plans, Project Proposals, Lessons, etc

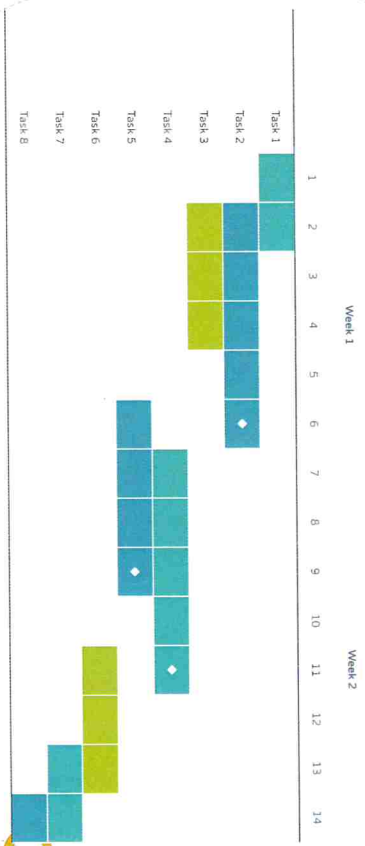
Timeline



Roadmap



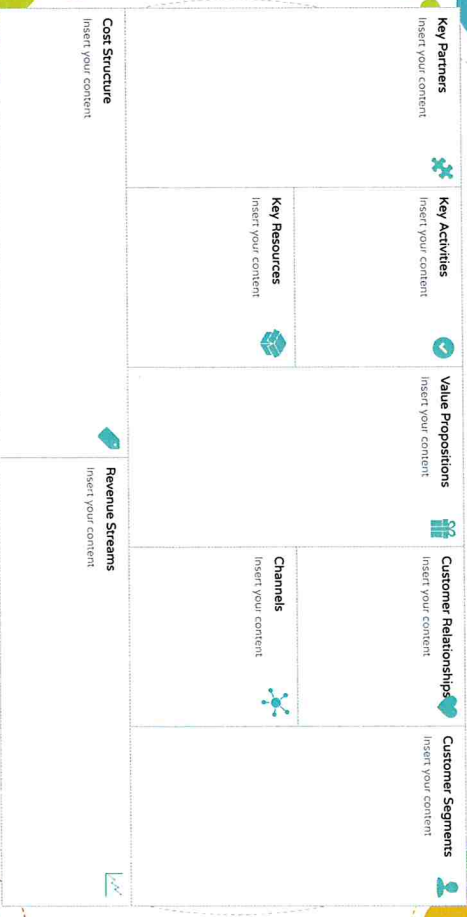
Gantt Chart

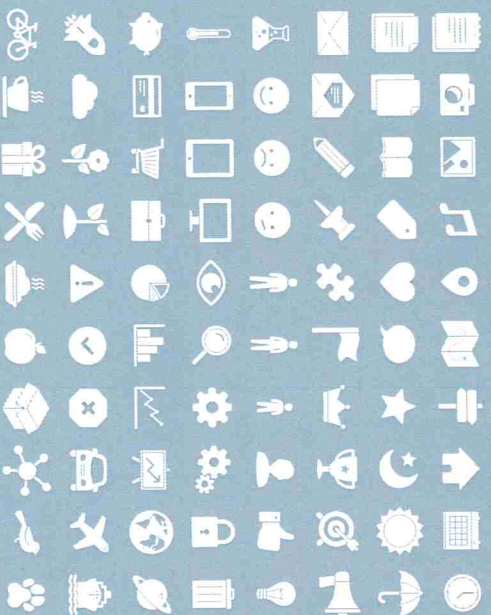


SWOT Analysis



Business Model Canvas





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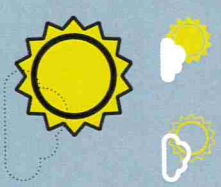
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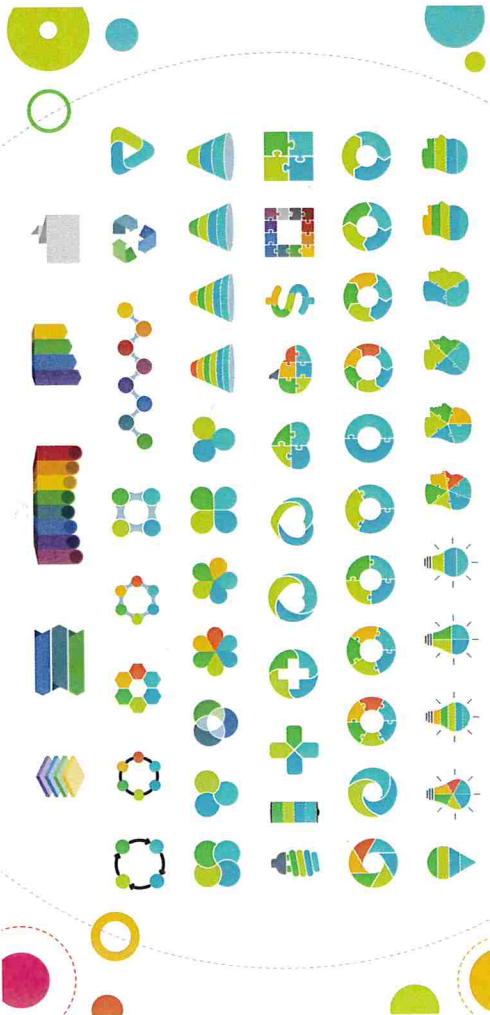
- Resize them without losing quality.
- Change fill color and opacity.
- Change line color, width and style.

Isn't that nice? :)

Examples:



Diagrams and infographics



You can also use any emoji as an icon!
And of course it resizes without losing quality.
How? Follow Google instructions
<https://twitter.com/googledocs/status/730087240156643328>



and many more...

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De-escalation Strategies & Techniques

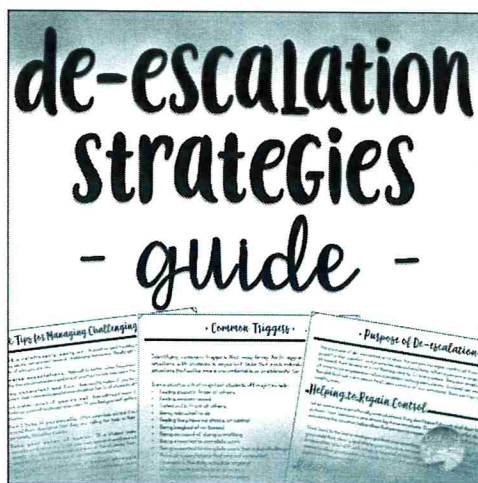
This resource includes over 50 de-escalation strategies that teachers, counselors, administrators, paraprofessionals, and other adults can use when working with kids and young adults to de-escalate a situation. Kids and young adults who become emotionally overwhelmed or irritated in a situation may begin to express their emotions in aggressive or violent ways. Some examples of these behaviors might include aggressive posturing, yelling, throwing items, swearing, and making threats. Quite often, without training, these situations become a power struggle between the young adult and the teacher. These power struggles only make the situation worse, though.

The best way to handle these types of behaviors is to de-escalate the situation as soon as possible. It's very important to recognize that this does not mean letting the student get away with the behavior. Instead, de-escalation focuses on helping the student return their emotions back to a normal level. It is critical that the student is calm for a period of time before behavior and expectations are discussed again.

Some situations that might set students off might include:

- Feeling stupid in front of others
- Feeling embarrassed
- Called out in front of others
- Being told what to do
- Feeling they have no choice or control
- Being laughed at or teased
- Being accused of doing something
- Being expected to complete work
- Being expected to complete work that is too challenging for them
- Rules or expectations that are not consistent
- Changes in the daily schedule or plans
- Working with partners or groups
- Having property or items taken away

If this resource is helpful to you, consider purchasing the full [De-escalation Strategies Guide](#):



This guide focuses on de-escalation strategies and proactive solutions that teachers, counselors, administrators, and other adults can use when working with kids and young adults. It includes training materials, reference list, practice scenarios, and more.

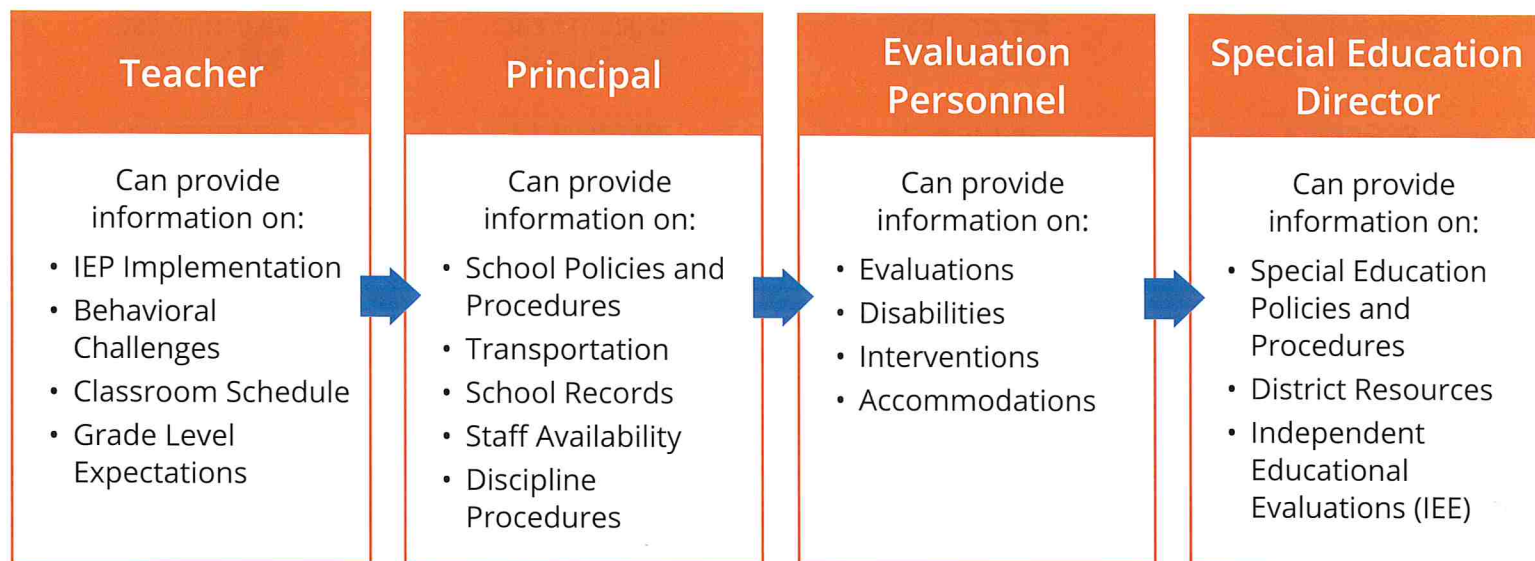
De-escalation Strategies & Techniques

1. Act calm even if you're not.
2. Say, "Let's talk about this later".
3. Use humor to lighten to mood.
4. Lower your voice.
5. Give a choice.
6. Walk away.
7. Ask, "What would help you right now?"
8. Change the subject to a positive one.
9. Give personal space.
10. Say, "I see where you are coming from."
11. Distract with a photo of something they like.
12. Show that you are listening.
13. Remove the audience.
14. Say, "I want to help you."
15. Talk about something they like.
16. Make a joke.
17. Encourage the person.
18. Remind them of something amazing they did.
19. Say, "You can do this."
20. Call another adult for help.
21. Say, "Let's call... I think they can help."
22. Be willing to find a solution.
23. Offer to change the way you are doing something.
24. Re-state what the person is saying.
25. Validate their thoughts.
26. Avoid over-reacting.
27. Use active listening.
28. Offer a solution.
29. Let the person talk without interrupting.
30. Say, "I see your point."
31. Offer to take a walk with the person.
32. Clarify expectations.
33. Remind them of something they love.
34. Apologize for something you did wrong or the way it was taken.
35. Invite them to do a preferred activity.
36. Ask if they can explain more about how they're feeling.
37. Try to understand the person's perspective.
38. Slow yourself down to avoid getting worked up.
39. Say, "So, you're upset because... right?"
40. Don't say "calm down".
41. Show empathy.
42. Encourage the person to use a coping strategy.
43. Don't take items or personal property from them.
44. Encourage the person to take a walk or get a drink.
45. Give the person an "out" (i.e. letting them go to another room or walking away).
46. Ask, "Would it help if ... ?"
47. Keep escape routes open to the door.
48. Coach the person with positive remarks.
49. Acknowledge where you agree with the person.
50. Remind the person, "You're not in trouble".
51. Tell the person, "I'm here for you."
52. Say, "Talk to me," and listen.
53. Tell the person to take a minute to themselves.
54. Ignore the behavior.
55. Distract by saying, "Hey, let's go..."
56. Be respectful in your tone.
57. "Do what works" in the moment.
58. Spend time de-briefing after the incident to identify ways to improve.
59. Ask them to draw a picture of what happened.
60. Avoid needing to get the last word.

Resolving Special Education Issues with Your Child's School

If your child is having difficulty in school or you think a change to your child's Individualized Educational Program (IEP) is needed, communicating with the appropriate school or district personnel is often the quickest, simplest way to resolve or address an issue.

Who Has the Information You Need?



Examples of How to Begin Resolving an Issue

Good communication with the person working directly with your child, such as a classroom teacher or a special education teacher, can prevent many problems at school. **Try to work out problems with the teacher first and as they arise.** If you cannot resolve the issue with the teacher, then proceed to the next level.

You believe your child is falling behind in his school work.

Who do you contact? Start with your child's teacher.

What do you say? I would like to meet with you because I am concerned that my child is falling behind in his school work.

You suspect your child has a disability and needs to be evaluated.

Who do you contact? The principal or special education director

What do you say? I would like to have my child evaluated for a disability because I am concerned about why she is struggling in school. *Submit the request for evaluation in writing.*

You believe your child's IEP is not being followed.

Who do you contact? Start with your child's teacher.

What do you say? I would like to schedule an Admission, Review, and Dismissal (ARD) meeting to discuss concerns about how my son's IEP is being implemented. Perhaps some changes need to be made to his IEP.

Who Do You Contact for Assistance in Your Region?

The list below provides the contact information for the Texas Parent Training & Information (PTI) center staff assisting parents and professionals in each region as well as the Parent Engagement contact for the ESC. In Texas, Partners Resource Network, a non-profit agency, operates the statewide network of PTIs. PTIs are funded by the US Department of Education, Office of Special Education Programs.

For assistance finding your ESC region, please call SPEDTex, 1.855.773.3839, or visit <http://spedtex.org>.

REGION 1

Maria Cordero

Partners Resource Network
956.477.9526

Elizabeth Alvarez

Region 1 ESC
956.984.6176

REGION 2

Natalie Parker

Partners Resource Network
361.445.2381

Maricela Garza

Region 2 ESC
361.561.8539

REGION 3

TEAM Project

Partners Resource Network
979.383.4044

Amy Shedd

Region 3 ESC
361.573.0731 ext. 240

REGION 4

Ana Esparza

Partners Resource Network
832.720.2152

Nicole Price

Region 4 ESC
713.744.6809

REGION 5

Marion Campbell

Partners Resource Network
409.790.0741

David Ochoa

Region 5 ESC
409.951.1704

REGION 6

Gail Wright

Partners Resource Network
936.348.0013

Pam Bumpass

Region 6 ESC
936.435.8249

REGION 7

Dee Lower

Partners Resource Network
903.541.1134

Cheryl Schulik

Region 7 ESC
903.988.6903

REGION 8

Patricia Reedy

Partners Resource Network
903.747.0010

Vickie Brantley

Region 8 ESC
903.575.2759

REGION 9

PATH Project

Partners Resource Network
940.435.1222

Paula Perkins

Region 9 ESC
940.397.8215

REGION 10

Jim Wright

Partners Resource Network
469.388.8662

Pamela Baker

Region 10 ESC
972.348.1654

REGION 11

Shannon Rosson

Partners Resource Network
817.757.3572

Danielle Battle

Region 11 ESC
817.740.7530

REGION 12

Valarie Estrada

Partners Resource Network
254.275.1362

Teresa Chavez

Region 12 ESC
254.297.1134

REGION 13

Veronica Alvarez

Partners Resource Network
512.969.1848

Paul Freeman

Region 13 ESC
512.919.5242

REGION 14

Jamie Thomas

Partners Resource Network
325.450.2774

Suzanne McGuire

Region 14 ESC
325.675.8614

REGION 15

Jamie Thomas

Partners Resource Network
325.450.2774

Debbie Martin

Region 15 ESC
325.658.6571

REGION 16

PEN Project

Partners Resource Network
806.281.3495

Alli Moore

Region 16 ESC
806.677.5199

REGION 17

PEN Project

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