

# BEYOND SPECIAL EDUCATION FORUM

PGMS  
PARENT  
ASSOCIATION

**WHAT CAN WE AS PARENTS DERIVE  
FROM THIS INFORMATION THAT MIGHT  
HELP OUR CHILDREN IN SCHOOL?**

**HOW CAN WE WORK TOGETHER TO  
SUPPORT ONE ANOTHER?**

# INTERESTING QUOTES ON EDUCATION

- Education must provide the opportunities for self-fulfillment; it can at best provide a rich and challenging environment for the individual to explore, in his own way.  
~ Noam Chomsky
- Education's purpose is to replace an empty mind with an open one.  
~ Malcolm S. Forbes
- Education is what remains after one has forgotten everything one learned in school.  
~ Albert Einstein

# INTERESTING QUOTES ON EDUCATION

- Tell me and I forget. Show me and I remember. Involve me and I understand.  
~ Chinese proverb
- Education must provide the opportunities for self-fulfillment; it can at best provide a rich and challenging environment for the individual to explore, in his own way.  
~ Noam Chomsky
- The gift of a great teacher is creating an awareness of greatness in others.  
~ The Tao of Teaching

# INTERESTING QUOTES ON EDUCATION

- In America, we currently have this idea that our children are struggling academically so the answer lies in pushing them more and more, at earlier and earlier ages... If our children are struggling academically, it does not make sense to make them do more of the same things that are failing them and from a younger age.  
~ Alicia Bayer
- If a child can't learn the way we teach, maybe we should teach the way they learn.  
~ Ignacio Estrada

# **MATCHING EDUCATION TO CHILD DEVELOPMENT**

# FAMILY FACTORS THAT INFLUENCE STUDENTS' BEHAVIOR IN SCHOOL

- **Economic Instability**
  - ❖ Can lead to lacking supervision, poor nutrition, poor modeling
- **Changing Family Dynamic**
  - ❖ Divorce, missing parent, drug addicted parent, foster care
- **Abuse**
  - ❖ Physical, emotional, sexual, neglect

# LEARNING STYLES

## Visual

- Prefer the use of images, maps, and graphic organizers to access and understand new information

## Auditory

- Best understand new content through listening and speaking in situations such as lectures and group discussions.

## Read & Write

- Learn best through words. Students may present themselves as copious note takers or avid readers

## Kinesthetic

- Hands-on learners; Learn best through figuring things out by hand



For most young people, puberty is the enemy of self-esteem. It changes how they look at a time when physical appearance becomes more important for social acceptance and social standing.

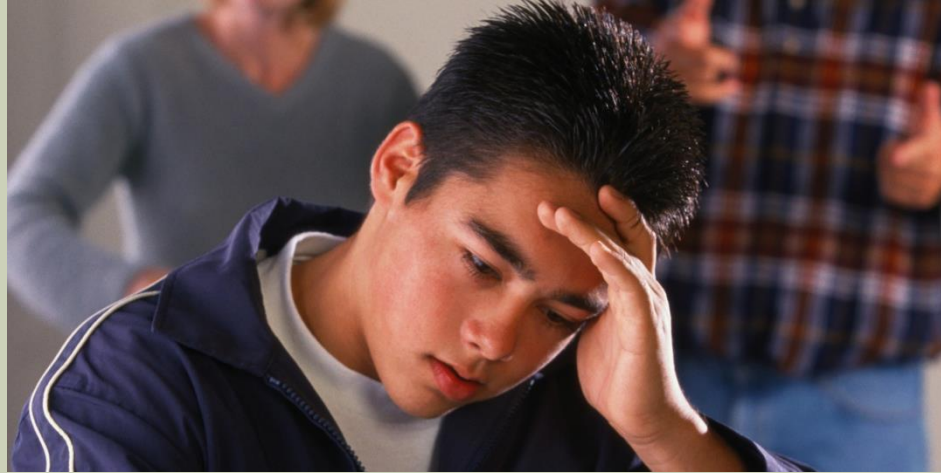


<https://www.psychologytoday.com/blog/surviving-your-childs-adolescence/201004/adolescence-and-the-problems-puberty>

**During puberty, a natural shift occurs in a teen's circadian rhythm that causes them to feel more fully alert later at night. Unfortunately, they must still rise early for school and other activities...youth may also develop an irregular sleep pattern...this lack of sleep can increase irritability and decrease concentration ability..."**



# WHAT RESEARCH SAYS ABOUT CHILD DEVELOPMENT



**Children's brains are not fully developed until they are in their early 20's. This incomplete brain development is responsible for much of the cognitive and emotional immaturity that can so easily frustrate parents...cognitively immature people lack good judgment...difficulty thinking things through so as to anticipate the consequences of their actions and make informed decisions or choices based upon those anticipated consequences.**

<https://www.mentalhelp.net/articles/mental-emotional-social-changes-through-puberty/>

# WHAT RESEARCH SAYS ABOUT CHILD DEVELOPMENT

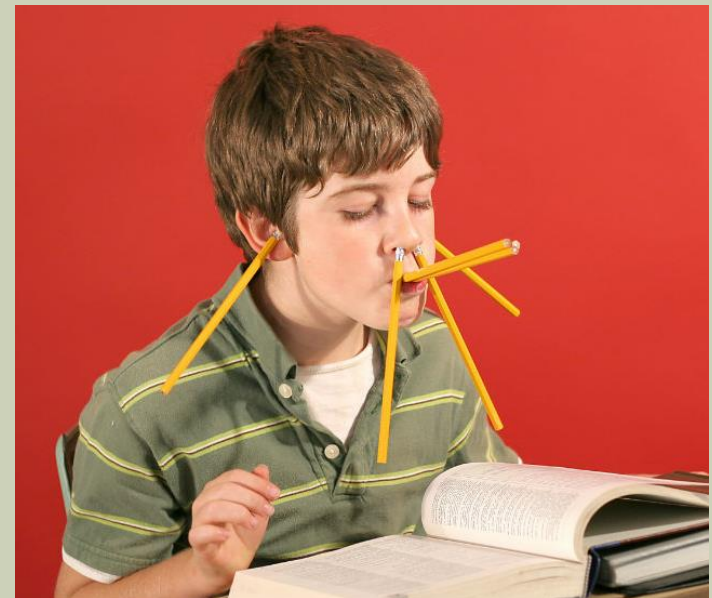


**Emotion regulation is an important ability because it enables people to consciously control (within limits) how strongly they will feel emotions like anger, joy or fear...to make things worse, during periods of high emotional arousal, the brain's thinking capacity is temporarily further diminished.**

<https://www.mentalhelp.net/articles/mental-emotional-social-changes-through-puberty/>

# WHAT RESEARCH SAYS ABOUT CHILD DEVELOPMENT

Many kids play down feelings of insecurity during puberty by trying their best to blend in. Learning and attention issues give kids one more thing to feel different about...To avoid standing out, kids may not ask for help in class. They may refuse to take their medication, especially if it requires a trip to the nurse's office. Not all kids try to hide, though. Some become the class clown to mask their insecurity.



# THEORIES OF INTELLIGENCE AND BEHAVIOR

# INTRINSIC VERSUS EXTRINSIC MOTIVATION

## Definitions<sup>1</sup>

- **Intrinsic motivation** – involves engaging in a behavior because it is personally rewarding. The reward is in the behavior itself.
  - ❖ Examples: Participating in a sport you like; solving a word puzzle because you find the challenge fun
- **Extrinsic motivation** – occurs when we are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment. People engage in a behavior not because they enjoy it or get satisfaction from it.
  - ❖ Examples: studying to get a good grade, cleaning your room to avoid reprimand by parents, competing in a contest or sport to win an award

1. <https://www.verywellmind.com/differences-between-extrinsic-and-intrinsic-motivation-2795384>

# PERCEPTIONS OF INTELLIGENCE

“People may hold an entity theory or an incremental theory about their own intelligence. Entity theory indicates a belief that qualities are fixed, while incremental theory indicates that qualities can develop with effort.”<sup>1</sup>

“These beliefs can influence what happens when you encounter information that feels hard to learn. Someone who believes intelligence is a talent [entity theory] will feel that they have reached their limit when they encounter something hard, and that should make them feel like they can’t learn it. Someone who believes that intelligence is a skill [incremental theory] will feel that difficult information is a challenge they can overcome.”<sup>2</sup>

- According to research by Dweck (2006), kids with the fixed mindset tell us they get constant messages of judgment from their parents. They say they feel as though their traits are being measured all the time.

1. <https://www.verywellmind.com/differences-between-extrinsic-and-intrinsic-motivation-2795384>
2. <https://www.psychologytoday.com/blog/ulterior-motives/201103/your-beliefs-about-intelligence-affect-your-beliefs-about-learning>



**WHAT CAN WE AS PARENTS DERIVE  
FROM THIS INFORMATION THAT MIGHT  
HELP OUR CHILDREN IN SCHOOL?**

**HOW CAN WE WORK TOGETHER TO  
SUPPORT ONE ANOTHER?**

# The Power of Knowledge for your child's IEP

---

“IN ORDER TO EFFECTIVELY ADVOCATE,  
WE MUST FIRST SELF EDUCATE”.

# El poder del conocimiento para el IEP de su hijo

“Para defender con eficacia, primero debemos ser educado”.

# What is I.D.E.A.?

---

The Individuals with Disabilities Education Act (**IDEA**) is a four-part (A-D) piece of American legislation that ensures students with a disability are provided with Free Appropriate Public Education (FAPE) that is tailored to their individual needs.

## Que es I.D.E.A.

---

El Acto de Educacion para los individuos con discapacidad. (IDEA) es una pieza (A-d) cuatro partes de la legislación estadounidense que asegura que los estudiantes con discapacidad cuentan con apropiada educación pública gratuita (FAPE) que se adapte a sus necesidades individuales.

# What is an IEP?

---

The **Individualized Education Program**, also called the **IEP**, is a document that is developed for each public school child who needs special education. The **IEP** is created through a team effort, reviewed periodically. ... In Canada and the United Kingdom, an equivalent document is called an Individual Education System.

# Que es el IEP?

---

El programa de educación individualizado, también llamado el IEP es un documento que se desarrolla para cada niño de escuela pública que necesita educación especial. El IEP se crea a través de un esfuerzo de equipo, revisado periódicamente. ... En Canadá y el Reino Unido, un documento equivalente se llama un sistema Individual de la educación.

# Who is entitled to an IEP?

---

Any child who may present with any educational concerns either by the educational team or the parent may be referred for an evaluation.

**There are 13 categories of special education as defined by the Individuals with Disabilities Education Act (IDEA). In order to qualify for special education, the IEP team must determine that a child has one of the following:**

Autism

Blindness

Deafness

Emotional Disturbance

Hearing Impairment

Intellectual Disability

Multiple Disabilities

Orthopedic Impairment

Other Health Impaired

Specific Learning Disability

Speech or Language Impairment

Traumatic Brain Injury

Visual Impairment

# Quien es calificado para un IEP?

---

Cualquier niño que presente con cualquier preocupación educativa por el equipo educativo o los padres puede ser referido para una evaluación. Hay 13 categorías de educación especial según lo definido por los individuos with Disabilities Education Act (IDEA). Para calificar para la educación especial, el equipo del IEP debe determinar que un niño tiene uno de los siguientes:

Autismo

ceguera

sordera

Disturbio emocional

audiencia deterioro

intelectual discapacidad

múltiples discapacidades

ortopédicas deterioro

otros salud deteriorada

específicas discapacidad

discurso o

lengua deterioro traumática cerebral

lesiones discapacidad

Visual

# After the referral or request for evaluation, what are the next steps:

---

Once a referral for evaluation has been either made or requested what happens next.

If the evaluation is suggested by the education team and the parent agrees the parent will sign an authorization for evaluation. Evaluation should begin 10 days after the authorization is signed.

If the evaluation or re-evaluation is requested by the parent, a formal letter to the principal requesting the evaluation is to be created and sent to the school.

\*(Note an authorization must still be signed. Evaluations will not begin until the authorization is signed)



# Después de la remisión o solicitud de evaluación, cuáles son los próximos pasos:

---

Una vez referrel para la evaluación ha sido hecho o solicitado que sucede a continuación.

Si la evaluación es un sugerido por el equipo de educación y los padres de acuerdo los padres firmarán una autorización para la evaluación. Evaluaciones deben comenzar 10 días después de que se firma la autorización.

Si la evaluación o reevaluación es solicitado por los padres, una carta por escrito se debe mandar al Director, solicitando la evaluación debe ser creada y enviado a la escuela. \* (Nota que todavía se exige firmar una autorización. Evaluaciones no comenzarán hasta que se firma la autorización.

# Continued next steps.....

---

Once evaluations are completed:

The parent or guardian will receive a meeting notice committee on special education (CSE)

A date will be scheduled to meet to discuss the results and the creation of the IEP will occur, it will indicate the name and titles of those scheduled to attend such as: Special education teacher/related service provider, district representative, school psychologist, parent, student (when appropriate) and sometimes a parent member.

# Pasos continuado.....

---

Una vez que finalicen las evaluaciones:

El padre o tutor recibirá una reunión aviso Comité de educación especial (CSE) se programará una fecha para reunirse para discutir los resultados y se producirá la creación del IEP.

Indicará el nombre y títulos de los programados para asistir a tales como: educación especial profesor/relacionados con el servicio de proveedor, representante del distrito, psicólogo de la escuela , padre, estudiante (cuando corresponda) y a veces un miembro primario.

# Timeline for IEP to commence implementation:

---

Once everyone at the team agrees on the creation of the IEP (which will be in draft format at the meeting) the appropriate time for implementation of such IEP is 30 days.

\*(Note parent can request a copy in “draft format” upon termination of meeting, for comparison of final draft so that all the information is correct).

The final copy of the IEP should be received by the parent no later than 10 days from the meeting date.

# Línea de tiempo de aplicación o inicio del IEP:

---

Una vez que todos en el equipo están de acuerdo en la creación del IEP (que será en formato de borrador en la reunión) el momento adecuado para la aplicación de tal IEP es 30 días. \* (Padre de nota puede pedir una copia en "formato de proyecto" al término de la reunión, para la comparación de borrador final para que la información esta correcta).

La copia final del IEP debe ser recibido por el padre no más tarde de 10 días desde la fecha de la reunión.

# Timeline for meetings regarding the IEP:

---

Annual review- yearly review of the child's IEP is done every school year for effective implementation for the most effective and successful educational school for the student.

Tri-Annual review – every three years the CSE together with the parent/guardian convene to update and discuss the results of the last 3 years and update and create an effective IEP for the student.

# Líneas de tiempo para las reuniones sobre el IEP:

---

Revisión anual- revisiones anual del IEP del niño se realiza cada año escolar para la aplicación efectiva de las metas educativa y exitosa para el estudiante.

Revisión trianual – cada tres años el CSE (comité de educación especial) junto con los padres o tutor se reunirán para actualizar y discutir los resultados de los últimos 3 años y la actualización y crear un IEP efectivo para el estudiante con información mas corriente.

# Questions or concerns:

---

Q -How many times can I request a re-evaluation if I am not comfortable with the decision agreed upon at that meeting?

A – As the parent/guardian you have the right to request re-evaluation as long as there continues to be a concern. An IEP is a living breathing document that can be amended at any given time, not just at annual reviews or tri-annuals.

Q – Can I get outside evaluations done if I still have concerns?

A - As the parent/guardian you are totally in your rights to get outside evaluations. Note as a practice of courtesy inform the CSE team in writing that you will be doing so.



# Preguntas or preocupaciones:

---

P-¿cuántas veces puedo solicitar una nueva evaluación si no estoy cómodo con la decisión acordada en esa reunión?

R – como el padre o tutor tiene derecho a solicitar nueva evaluación mientras sigue siendo motivo de preocupación. Un IEP es un documento que puede ser modificado en cualquier momento dado, no sólo en las revisiones anuales o tri-anuales de respiración.

Q – ¿puedo adquirir evaluaciones hechas afuera si todavía tengo inquietudes?

A - como el padre o tutor está totalmente en sus derechos para obtener evaluaciones externas. Nota como una práctica de cortesía informar el equipo CSE en la escritura que usted va a hacer tal evaluaciones.

# Questions or concerns:

---

Q -What is the difference between classifications for educational settings?

A – An IEP is simply a plan created for the child’s education, but as an advocate my thought process has always been as follows: In special education classes in community schools (geared under the special education reform) the child is supported in a general education setting with his peers, in D75 the child is driven/or educated strictly adhering to the goals in the IEP and. Children in D75 have the availability to attend a 12 month program unlike children in community schools unless there is a referral made for summer school.

# Preguntas o preocupaciones

---

Q-¿cuál es la diferencia entre las clasificaciones para entornos educativos?

A – un IEP es simplemente un plan creado para la educación del niño, pero como mi proceso de pensamiento siempre ha sido como sigue: en clases de educación especial en escuelas de la comunidad (orientadas en la reforma de la educación especial) el niño se apoya en un entorno de educación general con sus pares, en D75 se conduce al niño / o educadas adhiriéndose estrictamente a los objetivos en el IEP y.

Los niños en D75 tienen la disponibilidad para asistir a un programa de 12 meses a diferencia de los niños en escuelas de la comunidad a menos que haya una remisión para escuela de verano.

# Best practices suggestions from one parent to another:

---

I have always made it a habit to keep a notebook for my outreach or phone conversations with anyone concerning my childrens education.

I ask for the name of the person I am speaking with **ALWAYS.**

No one is ever going to admitting to giving incorrect information if you did not get their name.

Ask for an email, and email them thanking them if they were helpful. Also reiterate what you spoke about during your conversation.

Make copies of **EVERYTHING YOU SEND OUT OR SIGN. BETTER TO HAVE TOO MUCH PAPERWORK THAN NOTHING TO PROVE YOUR CASE.**

# Mejores prácticas o sugerencias de un padre a otro:

---

Siempre lo he hecho un hábito de mantener un cuaderno para mis conversaciones de teléfono o extensión con cualquier persona responsable sobre la educación de mis niños.

Solicito el nombre de la persona con quien hablo siempre. Nunca va encontrar a nadie que va a admitir a dar información incorrecta si no recibió su nombre.

Solicite un correo electrónico y por correo electrónico les agradecer a si fueran útiles. También reiterar lo que se habló durante la conversación. Haga copias de todo lo que envíe o firme. MEJOR TENER DEMASIADO PAPELEO QUE NADA PARA PROBAR SU CASO.

# Best practices suggestions from one parent to another continued:

---

Always begin with courtesy, people understand frustration not disrespect.

An effective advocate maintains their seat at the table, you cannot effectively advocate if you are on the outside.

If you feel that you may need support reach out to an advocate and just out of practice cc them on any correspondence, it helps to have more than yourself on conversations to maintain an impartial outcome. And if you don't know one reach out to me.

# Mejores prácticas o sugerencias de un padre a otro continuado:

---

Comenzar siempre con cortesía, frustración siempre es entendido, la falta de respeto no lo es.

Un defensor eficaz mantiene su asiento en la mesa de decisiones para su niño , usted no puede abogar efectivamente si no tiene puesto en el grupo.

Si usted siente que necesita apoyo alcanzarlos hacia fuera a un defensor y de mande un copia electrónica en toda la correspondencia, esto ayuda a tener más que a sí mismo en conversaciones para mantener un resultado imparcial. Y si uno no sabe de uno comuníquese conmigo.

# My Contact Information

---

GLORIA CORSINO

[advcorsino3@yahoo.com](mailto:advcorsino3@yahoo.com)



THANK YOU Y MUCHAS  
GRACIAS

---

Q & A

# STUDENT PROGRESS AWARDS