

August Transition Tidbits

NYS Division on Career Development and Transition



Virtual IEP Meeting Tip Sheets

This resource was developed in response to requests from state and local educational agencies and parents about how to hold and participate in virtual individualized education program (IEP) meetings. While intended to meet a need during the current COVID-19 pandemic, we hope the content will have broader application.

Contents

A Collaborative Effort Across OSEP-Funded Projects.....	1
Virtual IEP Meetings: Technology Tips for All Participants.....	2
Hosting Virtual IEP Meetings: Tips for Success.....	3
Common Questions and Answers About Hosting Virtual IEP Meetings.....	4
Participating in Virtual IEP Meetings: Tips for IEP Team Members.....	5
Common Questions and Answers About Participating in Virtual IEP Meetings.....	6

VIRTUAL IEP MEETING TIP SHEETS

This resource was developed in response to requests from state and local educational agencies and parents about how to hold and participate in virtual individualized education program (IEP) meetings. Click here for this resource created by Center for Parent Information and Resources.

COMMON TRAUMA SYMPTOMS IN STUDENTS

Helpful Strategies for Educators: Trauma can have a detrimental impact on students' functioning in the school setting. Educators need tools to identify and support students who may have experienced or are currently experiencing traumatic stress. Click here for this resource.

Common Trauma Symptoms in Students and Helpful Strategies for Educators

Trauma can have a detrimental impact on students' functioning in the school setting. Educators need tools to identify and support students who may have experienced or are currently experiencing traumatic stress.

The front of this handout lists common trauma symptoms grouped into the following categories: physical, cognitive, social and emotional, language and communication, and learning. It is important to note that children can respond to trauma in many different ways and may not exhibit all of these symptoms. You can use this list to guide your thinking in identifying students who may have experienced trauma and providing or referring students to appropriate supports.

The back of this handout outlines strategies for working with students who may exhibit emotional or behavioral symptoms of trauma. You can use **preventative strategies** in everyday classroom interactions, **"in the moment" strategies** when students are in crisis, and **"after the moment" strategies** after a student's behaviors and emotions have deescalated. These strategies generally target students' safety, positive relationships, and self-regulation, and are focused on teaching appropriate skills and avoiding punishment (which may re-traumatize students).

Physical

- Increased somatic complaints (e.g., headaches and stomachaches)
- Over- or under-reacting to stimuli (e.g., getting startled easily (or not at all) by bells, physical contact, doors slamming, sirens)
- Increased activity level (e.g., fidgeting, getting out of seat)
- Withdrawal from other people and activities

Cognitive

- Recreating the traumatic event (e.g., repeatedly talking about or "playing out" the event) or avoiding topics that serve as reminders
- Difficulties with executive function (e.g., impulse control, attention)
- Worry and fear about safety of self and others
- Dissociation (e.g., disconnected from surroundings, "spacing out")

Social and Emotional

- Rapid changes in heightened emotions (e.g., extremely sad to angry)
- Change in ability to interpret or respond appropriately to social cues
- Difficulties with emotion regulation and impulse control (e.g., angry outbursts, aggression, increased distress)
- Emotional numbness, isolation, and detachment

Language and Communication

- Language development delays and challenges
- Difficulties with expressive (e.g., expressing thoughts and feelings) and receptive language (e.g., understanding nonverbal cues)
- Difficulties with nonverbal communication (e.g., eye contact)
- Use of hurtful language (e.g., to keep others at a distance)

Learning

- Absenteeism and changes in academic performance/engagement
- Difficulties with authority, redirection, or criticism
- Difficulties listening and concentrating during instruction
- Difficulties with memory (e.g., may require more repetitions)
- Difficulties generalizing learned material in different contexts

FOUR EBPS: WATCH AND LEARN

Evidence-based Practices Do It Yourself, or EBP-DIY's, provide opportunities to see an expert present on their topic of expertise, have access to important materials and resources, and how to's on specific EBP's so educators can do it themselves. Click here for self-paced learning.



**JOIN
THE AMERICAN
CONSORTIUM
FOR EQUITY
IN EDUCATION AT
NO CHARGE.**



Tackling equity challenges in your school, district or community? If you have a story to tell, a solution that others should hear, a wrong that needs to be righted, or if you simply know what works, we need your input. Click here to learn more.

Visit us: www.nysdcdt.org