



Special Education & Special Needs - What Facilities Can Do

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ENGAGING STUDENTS CREATING LEARNERS

Our mission is to provide high-quality, cost-effective programs and services that are responsive to the needs of our members and the students they serve.

MEMBER DISTRICTS:
45



STUDENTS:
> 300,000

STAFF:
> 150



Our vision is to be a regional catalyst that enables our clients to create their future by taking action now.

PROGRAMS and SERVICES:
> 100



Objectives

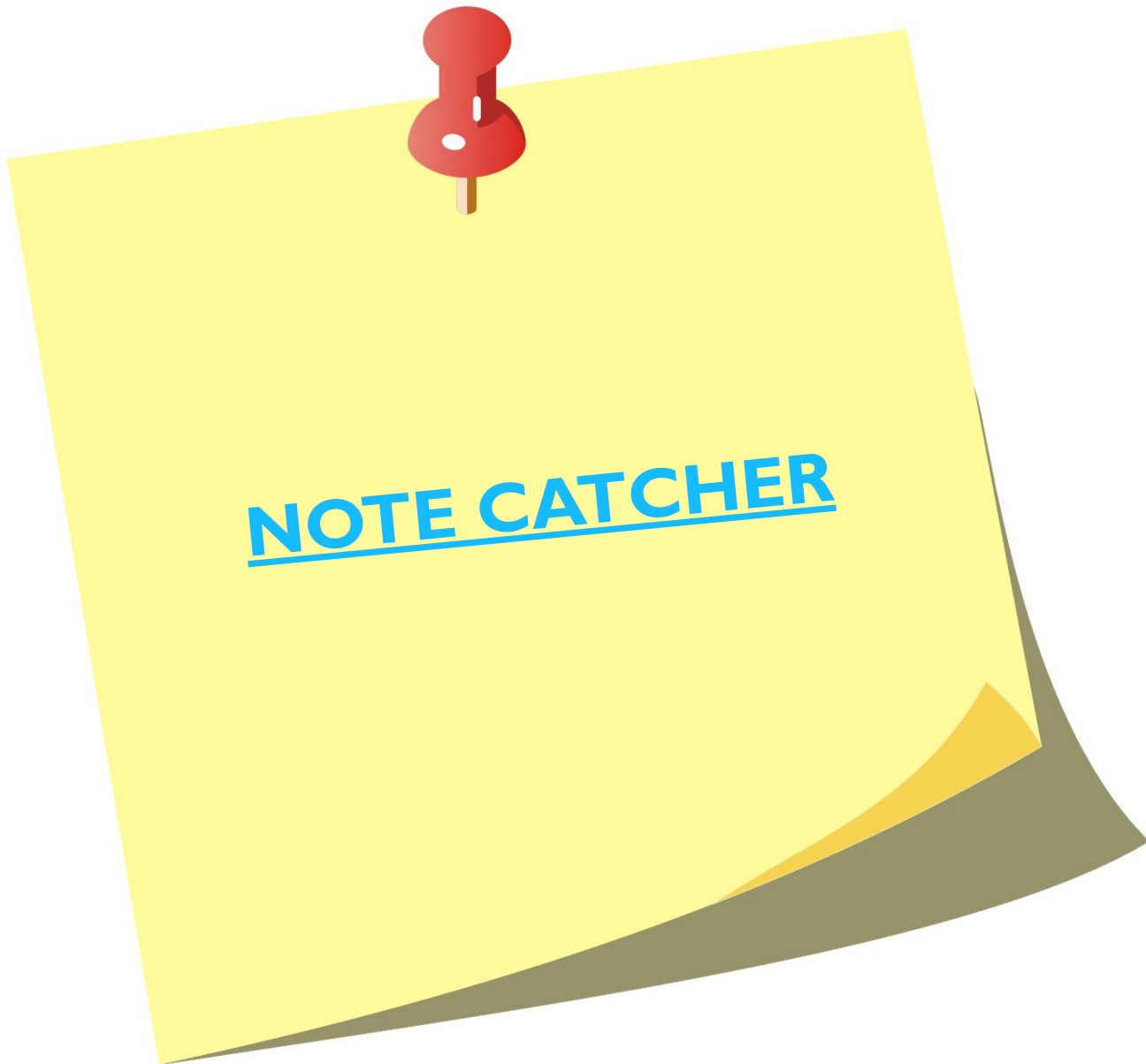
Participants will reflect on how to engage, support, and respond to students with diverse needs.

Participants will learn de-escalation techniques.

Participants will understand the application of seclusion & restraint laws.

Participants will take away questions that can assist with future district planning.





NOTE CATCHER

Our students bring many emotions



IDEA & ADA: Section 504 Pillars

Individuals with Educational
Disabilities Act

Child Find

Free and Appropriate Public
Education

Least Restrictive Environment

May Not Discriminate Based on
Disability

Informed Consent

Americans with Disabilities
Act: Section 504

Child Find

Free and Appropriate Public
Education

Least Restrictive Environment

May Not Discriminate Based on
Disability



CONFIDENTIAL

Confidentiality Standards in Education

Wisconsin School Safety Law

Legitimate Educational Interest

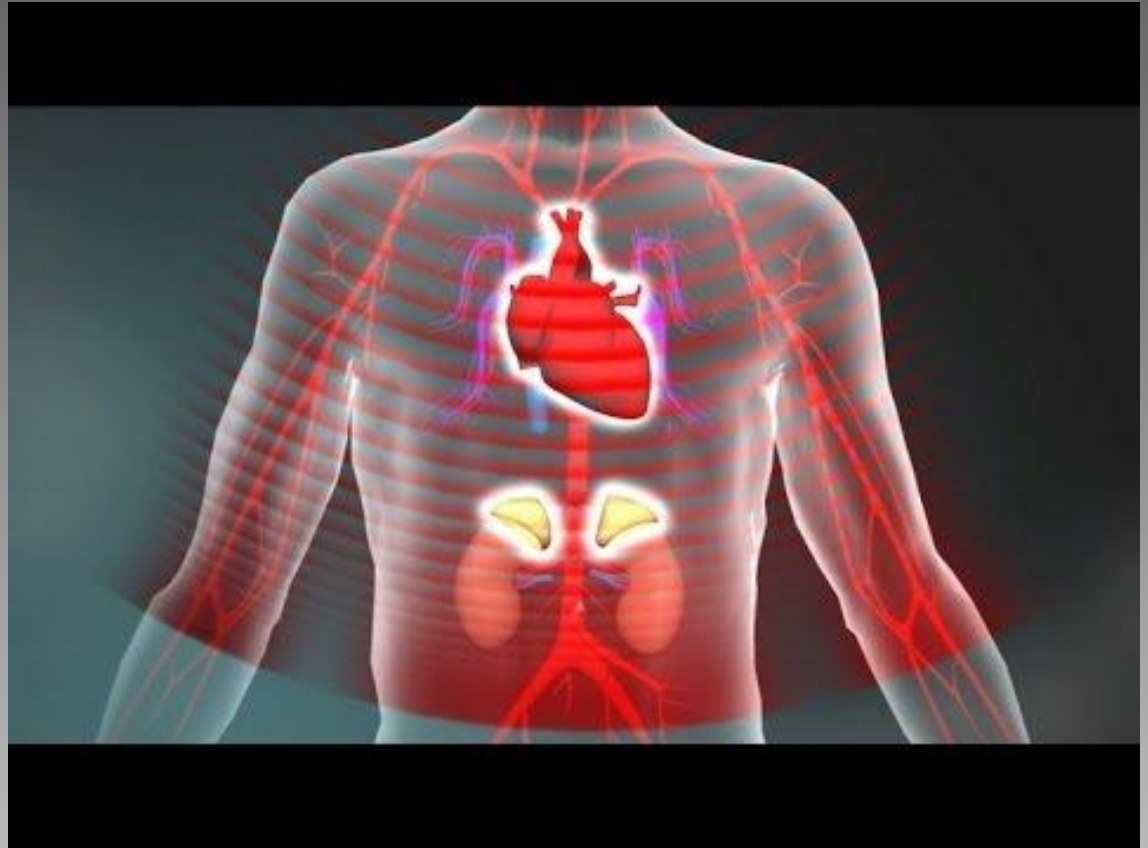
Seclusion & Restraint: Act 118

Seclusion refers to involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving.

Restraint refers to a restriction that immobilizes or reduces the ability of a student to freely move his/her torso, arms, legs, or head.



- Fight
- Flight
- Freeze



“The more ‘instinctual’ parts of the brain, not congruent with assessing outcomes or gauging risks have ‘hi-jacked’ brain function”

~Alec John Gardner



De-escalation Tips



Be Empathetic

“EMPATHY HAS NO SCRIPT. THERE IS NO RIGHT WAY OR WRONG WAY TO DO IT. IT’S SIMPLY LISTENING, HOLDING SPACE, WITHHOLDING JUDGMENT, EMOTIONALLY CONNECTING, AND COMMUNICATING THAT INCREDIBLY HEALING MESSAGE OF ‘YOU’RE NOT ALONE.’”

BRENÉ BROWN

Listen

**Withhold
Judgement**

**Validate
Emotions**

Be Aware of Your Position, Posture and Proximity



Respect Personal
Space

Be aware of body
posture and
nonverbals

Position yourself so
that you can move
away quickly if
needed.

Keep Your Emotional Brain in Check

When you can't control
what's happening, challenge
yourself to control the way you
respond to what's happening.
That's where your
power is.



Remain calm,
rational and
professional
Breathe

Focus on Feelings

In my world there are
NO BAD KIDS,
just impressionable,
conflicted young people
wrestling with
emotions & impulses,
trying to communicate
their
feelings & needs
the only way
they know how.

- Janet Lansbury

Listen

Help youth name their feelings

“That would make me mad too.”

“That must have hurt your feelings.”

“Are you feeling angry?”

Ignore Challenging Questions and Statements

A power struggle collapses when you withdraw your energy from it.

- Gary Zukav-
S.Q.M.B.P.



Ignore the challenge

Bring the focus back to problem solving

Use a one-liner

Offer reasonable choices or enforceable limits

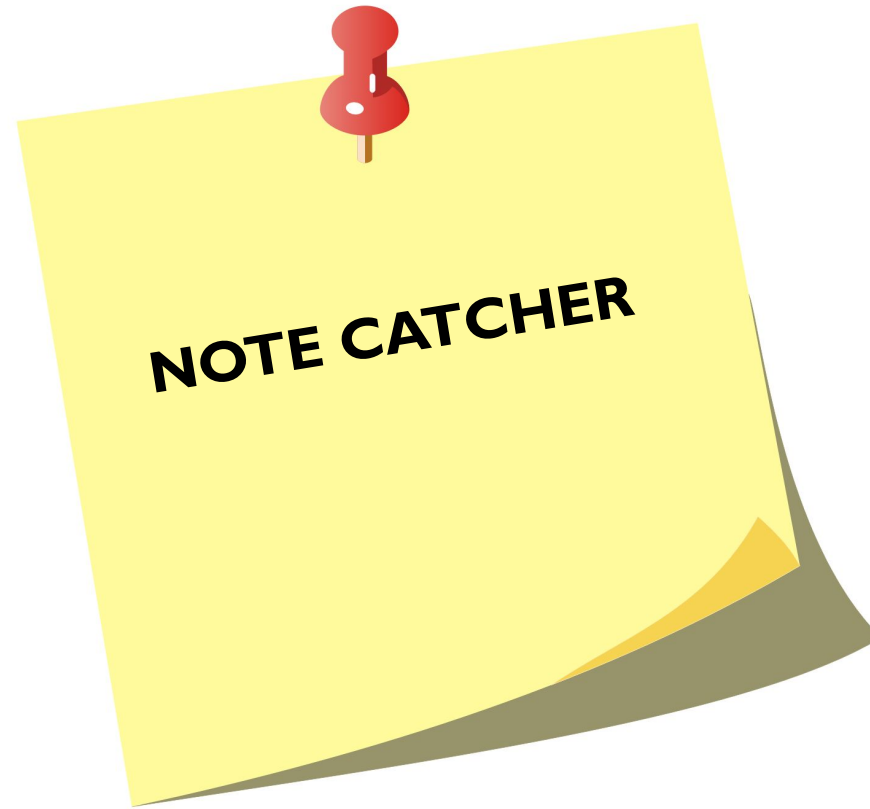
Allow Time for Decisions and Reduce Verbal Communication



Stop Talking

Give wait time

Q & A for YOU to Ask....





Mission

Provide *high quality, cost-effective* programs & services

Responsive to our members and the students they serve

We'd like your feedback!

Please take a few minutes to complete our exit ticket using the link or QR code below.

<https://bit.ly/3SnOuFr>



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