

## News and Notes

### From Teacher Brianne

The month of October has flown by so quickly! I have had so much fun connecting with each child and building relationships. I have already seen growth and progress in each child. I applaud you as parents and families who provide love and support that grounds your child and sets them up for learning and growth. I look forward to meeting with each of you during conference week!

## Coming Up...

- **Nov. 11** No school/sessions – Veteran's Day
- **Nov 23–25** No school/sessions– Thanksgiving holiday
- **Dec 19–Jan 2** No school/sessions– winter break

## Neurodiversity-ADHD

There is plenty of research to back up differences in the ADHD brain. But did you know our whole nervous system is built with a totally different structure?

Neurotypicals have an importance-based nervous system. ADHDers have an interest-based nervous system.

### Importance-Based

1. Importance: you deem a task to be important, or if it is required for one of your priorities
2. Secondary importance: A task is important to someone important to you—teacher, parent, friend
3. Rewards/Consequences: Completing a task will lead to a reward/not completing will lead to a consequence.

### Interest-Based

1. Interest: strong interest in a task or subject matter
2. Challenge: competition against someone else or a game of some sort
3. Novelty: A new gadget, new routine, new learning strategy.
4. Urgency: do-or-die deadlines, procrastination, time limits, crisis situations

Read more at: [theadhdmanual.com](http://theadhdmanual.com)

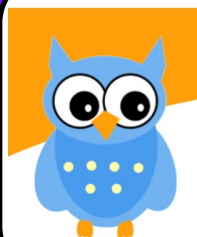
## Special Education

I am offered or sent a large file at each IEP or evaluation meeting called procedural safeguards. What is this all about?

Procedural safeguards protect the rights of children with disabilities and their parents. These safeguards include the right to participate in all meetings, to examine all educational records, and to obtain an independent educational evaluation (IEE) of the child. Parents also have the right to Prior Written Notice when the school proposes to change or refuses to change their child's identification, evaluation or placement.

The law includes various ways to resolve parent-school disputes, including mediation, a "Resolution Session," complaints to your state department of education, and due process hearings. Procedural safeguards also include written mediation agreements and confidentiality.

See more information at [Wright's Law website](http://Wright's Law website)



## In The Community

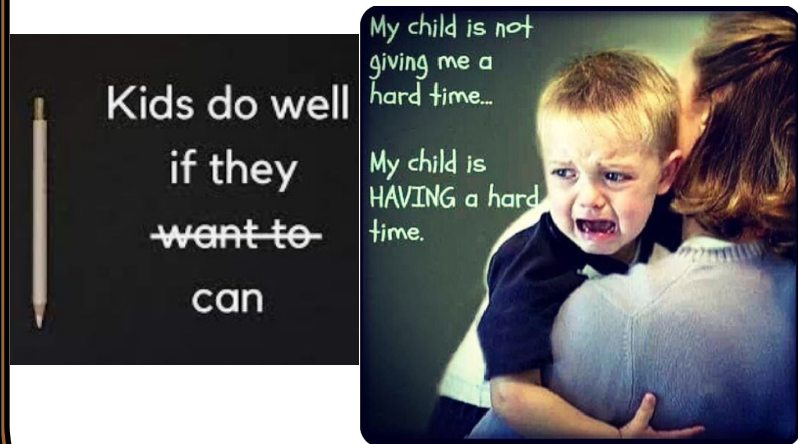
The Everett School District Special Education PTSA (Parent Teacher Student Association) is a community of parents, staff and students who work together to enrich the learning environment and provide resources to students and their families through advocacy, information, training for educators and students receiving special education services. Click for [Flyer](#) or [Facebook Page](#) or [Website](#)

## Social Emotional Learning: Brain Model, Flipping your lid

Psychiatrist Dan Siegel developed and teaches the easy-to-understand hand model of the brain that informs us of the neurology behind our behaviors, and those of our children. It helps to understand that what we see happening in the form of behavior is due to a physical process deeply embedded in our biology and neurology, and not under willful control. When we realize that someone displaying a chaotic outburst or rigid withdrawal is in the throes of a disintegrated brain, we are more compassionate, able and willing to support them instead of seeking to punish them for something out of their control. That support comes through the co-regulation mentioned previously which is THE way that children learn to integrate and regulate their sensations and emotions. Below are links to two videos—the first is Dr. Siegel explaining his hand model of the brain and the second is a discussion on what it means to “flip your lid” as Dr. Siegel teaches.



## What we worked on



## Coaching Notes



Dr. Ross Greene teaches that the first step in addressing children's behaviors is first by changing our lens as the adult. He famously says, “Kids do well if they can. And doing well is preferable to not doing well.” That sets us up to dig deeper and find out why the child cannot meet certain expectations. Do they have lagging skills? Do they need safety and connection? Start with the assumption that all people want love, belonging and to be successful in whatever they are doing. That sets us up to collaborate and support, not punish.

## Teacher Brianne's Recommendations

### Book

Beyond Behaviors by Mona Delahooke



### Podcast or Blog

Lives in the Balance (Dr. Ross Greene)



### Social Media

Meg Thompson Behavior

