



The Parent Information Center of Delaware

Inform. Educate. Advocate.

EDUCATION CONNECTION



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Mission

Advancing effective parent engagement in education. We are especially focused on supporting parents of children with disabilities and youth self-advocates to assist them in gaining the knowledge and skills to access appropriate special education programs and related services.

About PIC

PIC is home to the Delaware Parent Training and Information Center.

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Making the Most of Your IEP Meeting

With school back in session, IEP meetings will be taking place across the state. As a refresher, an IEP or Individualized Education Program is a written statement of the special education and related services designed to meet a child’s individual educational needs.

Under both federal special education law (Individuals with Disabilities Education Act) and state regulations, the IEP must be reviewed on an annual basis. To make the process meaningful and to stay engaged, you may have to meet more often.

Here are some suggestions to help you be effective while participating in the IEP process.

⇒ Do your homework before an IEP meeting:

- Review the meeting invitation which will state the purpose of the meeting and who has been invited.
- Confirm the date, time, location and your attendance with the school.
- Request and review copies of applicable documents: the draft IEP, recent educational and behavioral evaluations, progress reports, behavior plans and/or suspension notices.
- Compare the current IEP with the prior year’s IEP.
- Organize your child’s records.
- Prioritize a list of questions to ask.

⇒ Participate during the IEP meeting:

- Know your team members and their roles.
- Provide consent and sign only paperwork that you understand and request a copy of all paperwork.
- Be open to hearing different viewpoints from team members.
- Ask questions and offer solutions.
- Request answers in writing when you feel unsure of the response.

⇒ Action steps after the IEP Meeting:

- Send a follow-up email thanking the team for their time and effort.
- If minutes were taken, read the minutes. If you feel the minutes don’t accurately reflect the discussion of the IEP meeting, send your thoughts in writing and ask that your notes be included.
- Review the Prior Written Notice (PWN) as it will document the action the school district proposes or refuses to take.
- Monitor your child’s progress by reviewing progress reports and maintaining communication with team members.
- Contact the school special education coordinator or case manager with questions/concerns.
- Request an IEP meeting as necessary to address any issues.

Stay fresh with information and continue learning by reading PIC’s weekly e-newsletter, attending PIC workshops and seeking out resources from our website www.picofdel.org.

Meet PIC's New Transition Staff Member!



Studies teacher at various private and public schools in Wilmington, most recently at John Dickinson High School, where she served as the 504 Coordinator and the chair of the Multicultural Committee. She has also served as the Special Education Coordinator for pre-school programs in Wilmington.

Lisa received her BA in History from the University of Delaware and her M.Ed. in School Counseling from Wilmington University. She holds Delaware teaching certifications in Secondary Social Studies, Secondary Guidance and Exceptional Children K-12.

Lisa is excited to be a part of the Parent Information Center team. Lisa can be reached at lfrankel@picofdel.org or 302-999-7394 x 109.

Lisa Frankel recently joined PIC of DE as the new Transition Coordinator. She comes to PIC from Decoding Dyslexia-Delaware, which she founded in 2013. Prior to joining PIC, Lisa was employed as a Social

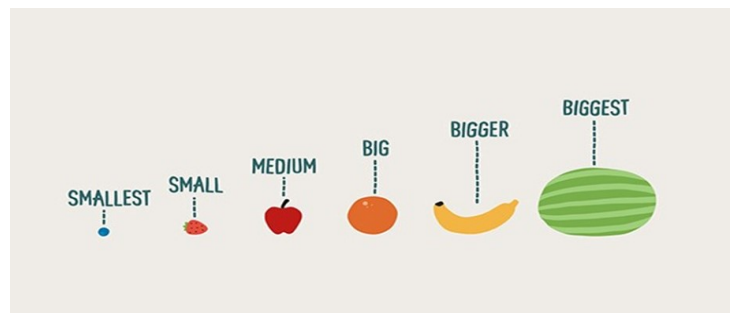
Let's Talk about Early Childhood Math

Babies doing math? That's right! Children's brains are ready to understand number concepts from a very early age. Early math skills have a big impact on children's school readiness—in fact, research has found that a strong understanding of early math concepts predicts both a child's future math and literacy skills.

The foundation of early math skills begin developing from birth, through babies' everyday play and interactions with parents and caregivers. The good news is math is all around us, and routine activities and games provide opportunities to help develop these important early math skills while having fun and bonding with your little one!

For example, you can introduce addition while your child is playing with blocks. Say, "Let's put all your red blocks in one pile and your blue ones in another. Now, let's count how many blocks there are all together." Check out the link for more ideas—it even includes fun videos with animated tips! Your little one's first math lessons could take place at

the grocery store! For example, you can compare the size of fruits and vegetables! You can ask: "Which one is bigger, the banana or the strawberry?" Find more fun early math activities at new digital guide <http://talkingisteaching.org/resources/highlights-guide>



This article was adapted from <http://talkingisteaching.org/resources/highlights-guide>.

Trauma Doesn't Always Look Like Trauma...

A traumatic event is a dangerous or violent event we face and/or witness. Child traumatic stress is when a child has had one or more traumatic events that continue to affect his/her daily life long after the events have ended. Children may react by becoming depressed or have anxiety. These behaviors most often manifest themselves in the school setting.

Lately, schools and states have taken the approach to effectively address trauma in schools, by providing resources to students and their families. This trauma-informed approach allows schools to address the child with evidence-based interventions useful to both the student and family.

This approach can also prepare and equip educators and professionals working with students and their families with the tools to effectively identify behaviors associated with trauma and implement appropriate interventions. Unfortunately, there are still many families out

there who are unaware of the services and/or are not taking advantage of them.

To many families, trauma doesn't always look like trauma because to some families it may be the norm. Families may have accepted the event as the reality of their situation or living environment and in some instances, have even become desensitized to it. This makes connecting children and their families to help even more of a priority, but also a challenge. Sending a flyer home with information about trauma may not resonate with those who most need it, because they may not realize they've experienced trauma. Therefore, it's important when we approach families, or try to educate them about trauma, that we as professionals are in fact explaining what trauma is. Families are more likely to use resources when they have a full understanding of how they can help and feel they can trust who is offering those resources.

The Top 10 Tips for Surviving the Holidays

Holidays are wonderful but can raise stress levels to the breaking point for parents and children. Here are 10 tips for children coping with all kinds of exciting activities during the hectic holiday season.

1. Try to keep to a regular schedule. This includes bedtime, meals and medicines.
2. Talk to your child about what will happen at an event. Arrive earlier so they can explore a new place before people start to arrive.
3. Keep a list of medications, doctors' numbers and any other important information on hand. Laminate it to protect from spills or rain, or store the information on your smartphone.
4. When visiting others, watch for potential hazards. Not everyone's home is childproof.
5. Clean up soon after hosting parties so your child doesn't have access to leftover food, drinks or breakables.
6. Sit next to your child at mealtimes to help or redirect

him if he needs it.

7. If your child becomes overstimulated, take her to a quiet place to settle down.
8. Plan some quiet family times so your child gets some one-on-one attention.
9. When traveling, plan some extra time to allow for breaks. Let your child stretch and play outside.
10. For more tips please see the following adapted from:
<https://www.healthychildren.org/English/news/Pages/Holiday-Safety-Tips.aspx>
<http://www.deancare.com/medical-services/mental-health/mental-health-articles/children-holidays-and-behavior-problems/>
<http://www.nctsn.org/resources/public-awareness/holiday-stress>





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Letter from the Executive Director



Greetings:

It is my pleasure to serve the great first state of Delaware as PIC's Executive Director.

Before joining PIC, I served as the Director of Parent & Youth Engage-

ment at Advocates for Justice and Education (AJE), the D.C. Parent Training & Information Center. While in this position, I managed AJE's core programs which included: the D.C. Parent Center, D.C. Parent Information Network, D.C. Family-to-Family Health Information Center, and the D.C. Parent Training and Information Center. I started at AJE as a Law Clerk and over the course of my 5 years there, I served as an Educational Support Specialist, Project Director, and Parent Services Coordinator representing and assisting District of Columbia residents in obtaining access to school and community resources.

I have a background and strong interest in adolescent and children's mental health. Prior to coming to PIC, I was a Clinical Mental Health Therapist who focused on

behavior modification, individual and family counseling, and medication management support.

I received my undergraduate degrees from Purdue University, Juris Doctor from the University of the District of Columbia School of Law, and my Master's in Clinical Mental Health Counseling from Argosy University. I am currently pursuing my Doctorate in Counseling Education and Supervision.

In my role at PIC, I am particularly focused on building capacity by building relationships and collaborating with local organizations, agencies, and stakeholders in order to better serve families trying to navigate special education and disability supports. As such, PIC remains dedicated to empowering parents to become their child's best lifelong advocate by providing information and education to parents and the overall Delaware community.

For more information please contact me at (302) 999-7394 ext. 103 or at jtaylor@picofdel.org.

Jazmone S. Taylor, J.D., LGPC, NCC