



FY23 Final Traditional Report Form

Sharing the Journey 2022-2023

Approval Status

In Progress

Parent Mentor Partnership Region

Northwest

1. Did 100% of your target families complete a Pre and Post Family Survey by April 15, 2022?

No

2. Describe your initiative. Include what student outcomes your work aligns with. (This may be an alignment with your district or a collaborative community initiative.)

Parents will learn how to use communication boards to support and reinforce strategies from school at home, improving the child’s core vocabulary and enhancing communication development.

Parents will learn how to apply strategies to support child’s dysregulations and use visuals to support emotional regulations and reinforce strategies applied at school improving his/her educational learning skills.

3. The primary area of focus for my initiative is: partnerships (communication), transition, Attendance, behavior, course completion (ABC) and Literacy

Attendance/Academic Performance/Behavior/Literacy

4. How many years have you focused on this initiative?

1

5. How did you and/or your partners address any concerns or needs that you identified: Listening to families, looking at survey responses, or observing the actions (Vital Behaviors) families took? (did you have to pivot?)

My partners and I review GaDOE 2021-2022 Parent Satisfaction Survey results and outline past conversation with parents. One of our concerns was that parents were not aware of the strategies teachers are using in the classroom, and as parents how to apply them at home to reinforce learning and achieve academic outcomes.

6. Describe your Target Group Training. Include the following FORMAT, CONTENT, PARTNERS (and their role), and FAMILY LEARNING/ACTION/STUDENT SUCCESS MESSAGE. (You may answer as a narrative or give a bulleted response. This answer should provide the details needed for replication)

This school year we provided two different parents training courses. Our target group was parents and guardians of children in our district Autism classrooms (K-2). Training focus - sharing strategies, information, and tools that teachers use in the school environment.

Training #1: “Intro to Communication Support in the Home – Elementary” Make and Take – Core Communication Board

What topics will parents learn? Why?

Importance and benefits of learning and using communication core board and core language vocabulary. Parents will reinforce communication strategies being used at school and together with the child's teacher identify and exchange best ways and communication strategies.

What will parents do?

Parents will create their very own core board to take home and support their child's continued communication development and analyze different scenarios to use communication board at home.

How would "I Can" statements be introduced to parents?

Before or during core board preparations Parent Mentor will introduce parents to their Learning Targets "I Can" statements explaining benefits of learning with firsthand experiences using core board with daughters.

What sharable resource from school department will be shared with parents?

1. AT Weebly website. Explain different resources parents can use.

<https://pcsdassistivetech.weebly.com/>

2. Communication core board.

How would we know they learned the expected goal and that the student's outcome took place?

Measure parents learning during and after training with "True and False" and "Fill in the blank" questions. Parent Mentor will use selected benchmarks to follow up with parents in one-on-one phone calls and emails.

How did you train and support your target group?

Our First training for parents was a Make and Take with the Assistive Technology team of our school department. Parent Mentor gave an introduction on objectives and Learning Targets parents would acquire during training, along with expectations and actions we would like them to do at home using provided tools. (10 minutes)

One of our school district teachers support specialist and speech pathologist introduce parents to the communication core board. Parents learned how to model communication skills, maximize communication opportunities and importance of core vocabulary. They collaborated with other parents on ways to use a core communication board in different places and situations at home to emulate verbal communication to their child and overcome communication breakdowns. Parents learned and discussed the "10 commandments of Communication Partners" by Vicki Clarke and shared experiences on some "commandments" they have tried or could implement. (10 minutes – Modeling Communication, 10 minutes – Using Core vocabulary in activities, 10 minutes Identifying communication related behaviors and overcoming breakdowns and honoring behavior, rest of time for Q&A).

What do you consider was your primary initiative / work this year?

Have parents receive training from the school district on strategies and tools teachers use in the classroom and generalize child's vision and learning between school and home to increase academic outcomes.

What did you expect your parents to learn this year?

This year I expected parents to learn the importance of reinforcing communication strategies used at school and identifying at least 1 activity / routine they can apply their Vital Behavior to strength student core vocabulary.

How did you measure if they learned what you expected?

Compare Pre-surveys and personalized questionnaires with collected data on benchmarks, phone calls and emails to communicate with parents.

What training data do you have to show that parents learned what you expected?

Parents completed the Pre-Parent Mentor Survey and a personalized survey to measure their knowledge about the core communication board that teachers use at school and their expectations on receiving and acting upon their Learning Targets. They were given a feedback form in which they could complete during and after the training. This included things they learned, strategies they can start applying, and how well and comfortable they feel in applying material taught. After the training I emailed and called parents on

benchmarks to gather data of their experiences applying Learning Targets and outcomes they have noted.

What actions did your target families take to practice what they learn?

Based on the "I Can" Statements, at the end of training parents describe learned strategies and how they can implement those at home identifying tasks to reinforce communication with their child. Parents own plan of actions included:

- o Pointing to (board / item / person) what their child needs
- o Use communication board during homework time
- o Make communication and conversations fun, and don't make it work (not forcing it)
- o Use board on morning routines
- o Support potty training communication and direction

What data do you have to support that these actions took place? (we include benchmark data, anecdotal data, and informal conversations to support actions families are now taking that they may have not before you worked with them)

The data that supports parents' actions were collected on benchmarks and informal email exchange. In our conversations parents were asked how they are doing (not related to training), and how they have been applying Learning Targets since the training was provided. Parents shared personal thoughts about strategies, experiences, modifications in approaches, trials, and progress.

Email from parent

"I want to thank you for all that you do to support us as parents and the children. We truly appreciate your efforts (and those that partner up to help you). As you know it can be very isolating and hard for the parents and the kids. It's nice to have an active community here to help "

Most parents had amazing feedback on how the use of the core communication board made a clear path for their children to communicate. In about 4 months parents notices that their children were asking for help, expressing gratitude, communicating needs in simple words, reduce some behavior,

Training #2: Self-Regulation for Young Children with Autism

This training will focus on the factors that influence our emotions and how those may be interpreted differently by students with autism spectrum disorders than their typical peers. We took some time discussing these differences so that parents can better understand how to prevent dysregulation and to support our children when they do become dysregulated. Parents will learn several strategies to help such how to set up calming spaces, teaching calming routines, and how to use visual to supports for emotional regulation.

Presenters: PCSD Behavior Team and PCSD School Psychologists

Draft training outline:

- Factors that influence our emotions
- Understanding differences between atypical and typical sensory processing
- Creating calming spaces
- Teaching calming routines
- Teaching mindful breathing using visuals
- Using visuals to get through commonly stressful routines at home
- How to extend Zones of Regulation into the home

What topics will parents learn? Why?

Parents will learn factors that influence emotions and how those may be interpreted differently by students with autism spectrum disorders than their typical peers. Parents will learn several strategies to prevent/help child's dysregulation and to support their children when they become dysregulated. Parents will also learn how to use and implement visual support for emotional regulation.

Student's academic and learning performance will increase when parents understand, change, and apply similar school strategies (exchanging ideas with teacher) at home. Most parents do not know what to do to prevent or control a child's behavior or engage the child in educational activities at home.

What will parents do?

Parents will make and take home their very own visual support to regulate a child's emotions. Have parents share experiences of strategies they have used and ask questions on what they can do in specific situations at home.

How would "I Can" statements be introduced to parents?

Before or during visual support preparations, Parent Mentor will introduce parents to their Learning Targets "I Can" statements explaining benefits of learning and applying strategies with firsthand experiences using core them with daughters.

What sharable resource from school department will be shared with parents?

List of websites for videos and printable documents for their visual chart and general information.

How would we know they learned the expected goal and that the student's outcome took place?

Measure parents learning before training by completing PM survey and personalized survey during and after training with "True and False" and "Fill in the blank" questions. Parent Mentor will use selected benchmarks (2) to follow up with parents in one-on-one phone calls and emails.

7. List TRAINING TOOLS and RESOURCES (handouts, lists, websites, etc.) you used to train or support your target group.

Training #1: Intro to Communication" Make and Take AT

- Power Point presentation (copy to parents)
- Folders for documents and notes
 - Feedback sheet (personal action plan)
 - Surveys
 - Future training information (Self-regulation)
- Pens
- Personalized surveys
- Link to Assistive Technology Weebly (Paulding County AT resources)
- Make and Take:
 - Folder (laminated)
 - Pictures of core communication board (black/white and color)
 - Velcro

Training #2: Self-Regulation -Behavior

- Power Point presentation (paper copy to parents)
- Folders for notes and documents
 - Feedback sheet (personal action plan)
 - Surveys
- Laminated charts for routines (we provided parents with 3 different charts; single vertical -5 spaces, double vertical -5 spaces for "all done" tasks", horizontal – 5 spaces)
- Laminated pictures for:
 - Morning routines to go to school
 - Nighttime routine
 - Go to a doctor's appointment
- Zones of regulation booklet – small
 - In each zone with different strategies to calm down / coping skills
 - Paper copy / colored
- List of websites to visit for more print outs for charts and other strategies to regulate child's behaviors
- Cups, candies, stress squishy toy

8. Number of Families Impacted

12

9. Number of Students Impacted

12

10. List the two Learning Targets you used this year.

1. I can describe one strategy to support my child's communication development or to regulate my child's emotions at home.

2. I can identify two or more activities / situations to engage with my child at home to develop, strengthen and cultivate his/her acquisition of academic skills.

11. Did 100% of your target families learn what you intended? (This is the goal we are striving to meet so we are certain families are equipped to do the action [vital behavior])

Yes

13. How did you collect the learning target data? (This is the information you used to determine if the target families learned what you intended.)

I reviewed my parents' feedback sheet, made phone calls, and sent emails on benchmarks. The parent feedback and personalized surveys gave me my base points of their knowledge to formulate questions and conversation that we had on benchmarks.

Training #1: Intro to communication support Training
Feedback sheet

- List 3 things you learned.
- List 2 actions to implement at your house.
- List Questions/concerns.

Questions (Very not Likely, Not Likely, Likely, Very Likely)

- How likely do you feel to use and apply this information at home?
- Before this training, have you used similar strategies at home?
- How likely do you feel to see progress or positive outcomes from your child?

Personalized survey:

- Do you know what is a communication board? (Yes, No)
- When I have access to information and understand what my child is learning at school, do I feel prepared to encourage him/her and reinforce strategies from school at home? (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)
- Do you know where to go or who to contact if you need information or help to support your child's academic performance? (Yes, No, Maybe)
- After the training I can _____ and _____ best communication strategies with my child's teacher. (Consider / Plan, Identify / Explain, Create / Apply)

Training #2: Self-Regulation Training

Personalized Pre-Post survey

- Emotional regulation directly relates 2 our ability to think clearly input are other executive functions into action. (True, False)
- The brains of children with autism are different in the following way(s): select all that apply:
 - o Their ability to process what they see is 10 times more powerful than Typical brains.
 - o Their ability to process words or language is 10 times more powerful than typical brains.
 - o They are hyper connective- making many connections simultaneously when processing.
 - o They are hyper connective- not able to make enough connections when processing.
- When trying to bring calm to a child with autism it is typically more effective to use visual cues than verbal cues. (True or false)
- Which of these factors can impact emotional regulation.
 - o Biology
 - o The environment
 - o Task demands
 - o The unexpected
 - o All of the above
- Behavior resulting from dysregulation often serves which functions? Select all that apply.
 - o Escape

- o Attention
- o access to object or activity
- o sensory - escape too much stimulation

Feedback sheet

- What is the situation or factor that contributes to your child's dysregulation? (List 3)
- What strategies you can use to regulate your child's emotions? (List 2)
- Mention the functions of behavior.

Questions (Very not Likely, Not Likely, Likely, Very Likely)

- How likely do you feel to use and apply this information at home?
- Before this training, have you used similar strategies and tools at home?
- How likely do you feel to see progress or positive outcomes from your child?

For each training I collected my data on Microsoft OneNote. Created sections: Parents (each parent had page in which I wrote PMP Survey, personalized survey and feedback sheet results, and notes from each time we talked or emailed them) Personal notes, Meetings, Vital Behavior, and emails sent to parents. OneNote was shared with my partners from each training and supervisor.

The data that supports parents' actions were collected on benchmarks and informal email exchange. In our conversations parents were asked how they are doing (not related to training), and how they have been applying Learning Targets since the training was provided. Parents shared personal thoughts about strategies, experiences, modifications in approaches, trials, and progress.

14. Describe the action (Vital Behaviors) your target families took to practice what they learned.

1. Family and student will use provided exercises to practice at home regularly reporting efforts and outcomes using preferred method of communication. (To the child's teacher or Parent Mentor)
2. Family and student will review behavior strategies to guide conversations/activities, regularly reporting progress.

Based on the "I Can" Statements, at the end of training parents describe learned strategies and how they can implement those at home identifying tasks to reinforce communication with their child.

Parents own plan of actions involved:

Training #1: Intro to Communication Support - Make and Take

- o Pointing to (board / item / person) what their child needs.
- o Use communication board during homework time.
- o Make communication and conversations fun, and don't make it work (not forcing it).
- o Use the board in morning routines.
- o Support potty training communication and direction.

Training:2 Self-Regulation

Parents own plan of actions involved:

- o Distract.
- o Use visual schedule.
- o Breathing techniques.
- o Reward board.
- o Use "cause and effect"- "if you don't do this, then you won't get that".
- o Calm myself, bring calm, take deep breaths – parent.
- o Play video of "puff fish" for breathing techniques.
- o Mirroring.
- o Use visual board / visual.

Parents were encourage to communicate and exchange information with teachers on the things they have been doing at home and vice versa, parents asking teacher on strategies, tools and techniques they use at school that have been successful.

15. Report the number or percentage of families who successfully completed the actions.

(Action Data)

According to benchmarks, 75% of parents met Vital Behavior. Because of visual Core Communication Board and visual schedules parents these parents were able to use them at home regularly and both, parents, and teachers, identified better behaviors and academic outcomes in the students.

Training #1: Intro to Communication Support - Make and Take Benchmarks

Nov.

Contacted 7 out of 7 parents.

Met VB 5 out of 7.

Jan.

Contacted 7 out of 7 parents.

Met VB 5 out of 7.

Training #2: Self-Regulation

Nov.

Contacted 5 out of 5 parents.

Met VB 4 out of 5 parents.

Jan.

Contacted 5 out of 5 parents.

Met VB 3 out of 5 parents.

March

I was admitted to a PHP (Partial Hospitalization Program) for my mental health and could not catch up to contact families. I am still on the program. Read answer from question number 24.

16. What student achievement outcomes did you expect to see based on the information you shared (Training) with families and the actions you supported them in doing?

Training #1: Intro to Communication Support – Make and Take

Parents learned how to use communication boards to support and reinforce strategies from school at home to improve their child's core vocabulary and enhance communication development. With the approaches that parents would be doing at home the expected student outcome is maximizing communication opportunities and self-regulating behaviors by generalizing learning between school and home. Child would be using core board to communicate with parents, recognizing moments and events on which it is expected to respond and ask for help, and eventually express verbally wants, needs, requests, questions, and answer using core board (mostly pronouns, verbs/action words, adjectives/describing words, prepositions /little words/social, questions words, negation/emergency words).

Training #2: Self-Regulation

Parents will learn how to apply strategies to support the child's dysregulations using visuals to support emotional regulations and reinforce strategies applied at school improving his/her educational learning skills.

Learning and action goals from training presentation:

- o Describe one strategy to regulation a child's emotions.
- o Identify situation or factor that contributes to child's dysregulation.

17. What student achievement data do you have that documents that students were impacted by the action (Vital Behaviors) that families took (Family Engagement)?

The data I have documented are notes from conversations with parents on benchmarks and email that we exchanged with information.

Intro to Communication Support – Make and Take

Comments from parents, with permission to share. Some are not exact words.

- Sight words seen great progress. "Even the teacher noticed a difference". They are awaiting an AAC device. Able to communicate with other kids. He uses the word "me". More words are coming out from him. He is slowing down to talk.
- Started pointing to desired food; progress is slow but good.
- Used board in the past, but not seemed to work. Because of modeling and repetition, child is using board independently doing bedtime routine.
- "Teacher had noticed his progress".
- Note: Most of my parents have their children in ABA therapy and have observed their children are developing faster with help and support on different environments and people (using similar techniques)

Self-Regulation

- Breathing techniques (video) work. Child tells mom "I feel really angry/sad" "I am going to take deep breaths". Uses the visual schedule for morning. Use tools from training and download more pictures to add it to visual schedule. Child reminds mom what the next activity will be when he is done with current activities.
- Prepared a bigger visual chart for the child. Transitioning is manageable.
- Child express feelings. Is aware of them and recognizes that deep breaths is a way to calm.

18. How did you collect your student achievement data?

I collected by making phone calls to parents and emails every month and on benchmarks. I wrote comments and achievements in Microsoft OneNote. Parents shared their personal experiences with their child at home, the things there were able to apply and how it went.

19. Obstacles: Describe any obstacles you met related to inputs, processes, or target group/partners.

- The expected number of parents did not complete Parent Mentor Pre survey to identify target families before planning training for the school year.
- Difficulty having parents sign up for training. Teachers send flyers (paper copy and email) and have few parents signing up.
- Location for the training. Not all parents know where the other Board Building is.
- Measure parents learning the day of the training. We used a QR code for them to complete the Pre-Post quiz, just one parent was able to submit the pre quiz. Parents were not able to open the link because of poor phone signal to complete quiz.
- Follow up with parents on benchmarks.

20. Solutions: Describe solutions you and your partners put in place to address the obstacles you mentioned above.

- I invite parents that have completed survey to the trainings and have the rest of parents complete it the day of the training.
- Created personal letters, put them on envelopes, and send it to teachers from them to put them inside the students' folders. I also visited some schools to personally give parents the flyer with registration code at the pick-up time. Provided different times and days to provide both training (am – pm).
- I created signs and put them on the street. Put more signs in the hallways and door to guide parents to their room. One of our partners was also standing at the door to welcome and guide parents to the training room.
- For next time print the quiz or send parents an email before training with the pre-test.

- Send emails, made calls, and if they didn't answer I sent emails with information that we covered during the training, experiences that I had during the weeks with my twins at home regulating their emotions, and encouraging parents to do what is within their power. Empowered them to simplify things and, as parents, recognize their little wins of every day with their children.

21. Recommendations: List suggestions you would give to another school district or parent mentor who would like to replicate your work.

Consider the solutions to the obstacles I had. Align your Parent Mentor goals with your school district. Set short- and long-term goals, use "Alternative Checklist", it really helped me keep up with my monthly goals.

On your meeting with supervisor and partners use "Authentic Stakeholder Engagement" tool (Informing, Networking, Collaboration, and Transforming), these questions were very useful on our plannings (question guides created conversations on important details to plan and create an effective partnership and goals).

Because it is the second year that I have used OneNote to write all my planning, notes from training, results from surveys, and notes from conversations and emails with parents on benchmarks, I found that it is a great source to keep track of your progress and goals.

I would also suggest answering every question that is in "Planning to Implementation" as you plan or complete each step. This way it would be easier to ponder and have a clear goal for your work during the school year.

Maintain good communication. Share information, updates, or changes with your supervisor or partners. You don't have to do the work by yourself.

22. Building Capacity is the process of developing strength and sustainability for our work by building a strong FOUNDATION, cultivating strategic RELATIONSHIPS, and being able to measure our EFFECTIVENESS and the IMPACT we are making on families. Here are some examples of strategies for building capacity you may recognize in your work: improving communication, improving information sharing, improving engagement of volunteers and partners, shared leadership, effective use of media outlets and identifying, utilizing and sharing data outcomes. Based on the above definition, did you build capacity this year?

Yes

23. Describe what you did to build capacity and how will it lead to long-term impact.

What we did accomplish is that parents would use what they know and increase 1% more of their support, help and use of approaches and tools with their child at home (top-bottom language processing to use understand their own knowledge to understand and apply new knowledge).

Using what they already do at home and use it as a learning time to apply Vital Behaviors. We provided additional knowledge for parents to strengthen their foundation that will be impacting their child's academic outcomes. My relationship and conversations with our parents are unique, since most of them don't know many parents that have experienced the same or similar situations like theirs at home, they feel understood and validated. Parents found trainings very informative and effective, they applied Vital Behaviors, created their own plan of action, and trust that the tools, strategies, and techniques learned they are developing at home are going to have positive and impact within their family.

24. Is there additional information that you would like to share about your family engagement work?


Our parents were very grateful for the time and dedication we put into the training courses. Most of them had very good interaction with their child's teacher. Those that didn't were encouraged to use communication starters and favorite methods of communication to exchange ideas, successes, progress, and concerns.

Because of my mental health. I was admitted on March 7th to a PHP (Partial Hospitalization Program) and IOP (Intensive Outpatient Program) for my mental health (I am still outpatient). It was a very hard decision to make, but it was something that I could not risk and wait to receive the help I needed. I am unable to go to work until I get discharged. Because of this, I didn't follow up with my parents on my third benchmark, but I did email them to complete the Post survey as an end of their progress and feedback from our training courses. Because of our connections they support me and understand that it can be very hard to be a caregiver of children with disabilities.

I hope this report can demonstrate the work, effort, progress, and successes of this year, since I am out of work. This is very important to me and hope you, reader, mindful of selfcare to be able care for your loved ones.

I also organized (along with peers and supervisor) a Community Resource Fair (February 16th, 2023), in which families met and received information from organizations and resources to support them and their children. We had 33 vendors (including school Special Education programs) participating and around 50 families that benefited from it.

Approval Activity History

Actor	Actions	Date
 Jamila Pollard jpollard@doe.k12.ga.us	Waiting for Jamila Pollard's action.	Saturday, April 15, 2023