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**Parent Resource Center Report to SEAC
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The Anne R. Lipnick Special Education Family Resource Center, also known as the Parent Resource Center or the PRC, is located in Room 134 of the Minnie Howard Campus of T.C. Williams High School, 3801 W. Braddock Road, Alexandria, VA 22302. The Parent Resource Center is open every school day from 8:30-3:30. The PRC offers the following services, at no cost, to anyone who lives, works or goes to school in the City of Alexandria:

- A lending library with over 500 books and DVDs on a variety of disabilities and parenting issues;
- A list of service providers in the community, such as speech therapists, math tutors and respite care providers;
- Support groups for parents, titled *Monthly Conversations*;
- A workshops series for parents on various disabilities and general parenting topics;
- Individual confidential consultations to help parents understand their child’s special education services and to support them with the challenges of raising a child with a disability or learning difference.

The following is a summary of Parent Resource Center activity for the month of January, 2019.

I. PRC Contacts:

- A.** For PRC data recording purposes, a “contact” has traditionally been communication **initiated** by a parent, staff member or community member with the PRC, either by phone, email or in-person meeting.
- B.** As of September, 2018, The Virginia Department of Education expanded its definition of “contact” to also include communication initiated by PRC staff to individual parents, ACPS staff or members of the Alexandria Community. Consequently, numbers of contacts are significantly larger than those of previous years, reflecting this change.

C. Comparison of PRC use for 2013-2014 through 2018-2019 School Years

MONTH	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
August	6	15	49	54	70	128

	(PRC opened 8/19)	(PRC opened 8/15). Includes data from summer	(PRC opened 8/21). Includes data from summer	(PRC opened 8/22). Includes data from summer	(PRC opened 8/4). includes data from summer	(PRC opened 8/6). includes data from summer
September	16	78	139	91	90	290
October	18	108	136	119	168	375
November	12	124	139	149	152	179
December	28	63	70	87	93	163
January	79	189	98	172	202	568
February	60	102	130	152	188	
March	61	112	124	181	138	
April	79	91	125	127	213	
May	79	100	62	149	186	
June	46 (PRC closed for summer 6/23 with the end of the school year)	114 (PRC closed for summer 6/22 with the end of the school year)	69 (data is through 6/24 and the end of the school year)	66 (data is through 6/22 and the end of the school year)	79 (data is through 6/20 and the end of the school year)	
TOTALS	484	1096	1141	1347	1579	
Percentage Change		+126.4%	+4.1%	+18.1%	+17.2%	

- D. Contact breakdown for January: parents (130), ACPS staff (333), community members (105).
- E. Top disability areas for January: ASD (31), Developmental Delay (8), Speech (6), LD (6), ADHD (4), MD (2), HI (2), ID (1) and ED (1). Bear in mind that not all contacts pertained to specific disabilities, and not all parents disclosed child's disability.
- F. Top reasons for contacting PRC in January: workshops and transition fair (416), PRC resources (115), community resources and events (45), IEP/504/school meetings (32), strategies (18), support groups (18).

II. Family Engagement Workshop Series and Other Workshops:

A. Family Engagement Workshops

- a. ACPS staff members are welcome and encouraged to attend workshops. Each workshop in the Family Engagement series has been built into PLMS, and staff can receive re-certification points for attending.
- b. All ACPS workshops are free, but registration is required, for planning purposes. Workshops may be cancelled for insufficient registration.
- c. PRC staff members have consulted with PRC staff in Arlington, Fairfax, Stafford, Loudoun and Prince William to see if ACPS PRC cancellation policies were in concert with those of other Northern Virginia PRCs. Each PRC concurs: if a workshop is being presented by an in-house, school

division staff member, the workshop will go forward, even if only one person has registered. However, there must be a minimum of ten registrants for a workshop to go forward, where there is an outside presenter. Workshops will be cancelled 48 hours prior to the workshop, if there is insufficient enrollment by that time.

- d. Kelly Henderson, Ph.D., of Formed Families Forward, presented *The Impact of Trauma at Home and School, Building Resilience*, on January 23. Thirty-five people attended, including sixteen ACPS staff members and representatives of local social services agencies. One parent used Spanish interpretation. Thirty evaluations were returned. Of these, twenty-nine evaluations indicated that the attendees found the workshop to be informative, while the thirtieth indicated that it was “ok.” Twenty-seven evaluations indicated that the workshop provided helpful strategies. Two evaluations qualified the answer to indicate that the attendee either found that there were “some” helpful strategies or that the strategies were “ok,” while one indicated that the question about helpful strategies was “not applicable.” In response to the question of whether the attendee was satisfied with the presentation overall, twenty-eight evaluations indicated that the attendees were satisfied, overall, while one evaluation indicated that it was “ok.” The final evaluation indicated dissatisfaction, because the attendee didn’t “*feel more confident or more prepared to help or build resilience, but it gave a good overview.*” Other specific comments included: “*could have had more time on strategies (specific) to support students in developing resiliency;*” “*some strategies were given (and helpful), but got a little lost with how it builds or relates to resilience. Strategies were organized into ‘what to do’ and ‘what not to do,’ but not as clear or explicit as presented-ex.1 ‘offer choices to remove themselves from the situation or manage unacceptable behavior’ was on the slide, but an example of choices/options would be helpful to help us understand what choices could be productive or appropriate. Ex. 2 ‘neutral body language’-what does that look like? Ex.3 ‘maintain strengths-based approach’-what is an example of this? What does it look and sound like so I know if I am doing it?” “I learned a very important ways to engage with my 5 year old son. My 3 years old daughter (special need) may not be at the level of today’s workshop but still a preparation for future strategies we use to my 3 years old or to my 5 yr old. Thank you!!” “Really appreciated the great training and resources provided. More trauma training! So helpful;” “could have*

used more info on instilling resilience following trauma;" "it would be good to have a 2nd session with this topic to dig deeper into strategies and how to implement. I thought the workshop was great. I am glad you all had Trauma as a topic;" "this training provided great coverage of what trauma is and how to accommodate a child with trauma;" "more time should be spent on strategies;" "more awareness from previous workshops. It helped to put things in perspective and be more flexible + open-minded about hidden problems that our students bring;" "I like that class. This is good information for my child;" "this information will help me make decisions for my students;" "thank you!" "this is a great topic + so glad there were so many people here. Would love for this to be REQUIRED for teachers and administrators. AWESOME! For teachers, would like a follow up with specific strategies;" "I do wish that we had spent more time exploring + perhaps rehearsing strategies;" "I would have enjoyed more focus on strategies. Intro was long."

At the workshop, several people suggested that this presentation be offered specifically for teachers and counselors, including one who suggested that it be a mandatory training for staff, and another who indicated that it was imperative that staff have the training, in case they, like she, had a classroom where the majority of students had experienced trauma. Others specifically requested additional training on specific strategies to implement in a school setting, including one who wanted specific training for extreme behaviors.

- e. Dr. Polly Panitz, a behavioral and developmental pediatrician, presented *Managing Problem Behaviors in Young Children* on January 30. Despite the bitter cold, forty-seven people attended the workshop, and forty-four evaluations were returned. Each of the evaluations indicated that the attendee found the workshop informative. Forty-one of the evaluations indicated that the attendees felt that it provided helpful strategies, while one evaluation was left blank for that question, and another indicated that it was "not-applicable," and the third commented "somewhat: information was relatable/practical." Forty-two evaluations indicated that overall, the attendees were satisfied with the presentation. One evaluation indicated that the attendee found it "ok", while another was left blank for that question. Specific comments included: *"It would be more helpful to provide more specific strategies rather than just an overview/summary. Additionally, modeling specific strategies and/or showing video;" "it was a reinforcement of previous knowledge. There*

*were some good tips about how to de-escalate and problem solving solutions;" "I learned a lot, was amazing;" "excellent presentation;" "me gusto toda la información y las estrategias para poder ayudar en el esecimiento y educación de mi hijo. Gracias;" (I liked all the information and strategies to be able to help in the development and education of my son. Thank you;") This was a great refresher course for me-the is so much information that I've learned and sometimes I forget some of these strategies and ideas. Thank you;" "she covered a big topic quickly- touching on many ideas for further exploration if needed;" "this kind of workshop should be a requirement for every staff;" "very valuable information. All teachers should be exposed to this workshop. Perhaps we can have this session during the back-to-school week P.D." "*broader examples of how to apply the tools and techniques to all children not just personal (family) for example...school, rec., day care, etc. *Practical ways to work with school age youth in large groups, 20-40 kids at a time. *Role playing, videos, case study, etc." "Great information. Wish the workshop provided more in school strategies;" "very comprehensive and informative talk;" "very interesting workshop. A lot of knowledge and info to take back with me and work with the children. Good problem solving ideas;" "took this course last summer. Good refresher;" "second time taking this;" "very informative. Love the tons of examples and the bibliography recommended;" "maybe be clearer about target of kids with normal range behavioral versus those on spectrum or LD;" "I really enjoyed this presenter and the information in the packet. Some of the information was very informing and we got a lot of this training and information from our supervisor at the Alexandria City Recreation Dept. Very positive with working with children;" "very helpful!" "She should be given more time to present. Very good information;" "a follow-up with Dr. Panitz. She was excellent."*

III. Support Groups

- a. The support groups have been rebranded as "Monthly Conversations."
- b. Monthly conversations for parents of young children receiving special education services Jan. 8-three parents attended.
- c. Monthly conversations for parents of students receiving special education services (all ages) Jan. 9-no one attended.
- d. At the discretion of school administrators, PRC staff will provide surveys to gauge the interest level of parents at various schools in school-based support groups for the 2018-2019 school year. Surveys were distributed to Hammond and Mt.

Vernon families of students with disabilities, but only one was returned. Consequently, there are no school-based support groups at Hammond or Mt. Vernon this school year.

V. Library

Twenty-one books and DVDs have been borrowed from the PRC library this school year.

VI. Facebook and Twitter

Parents are encouraged to “like” the PRC Facebook page found at *The Anne R. Lipnick Special Education Parent Resource Center*. The PRC now has 324 people following on Facebook and 90 Twitter followers (LearnwithThePRC).

VII. Mail Chimp

The PRC uses Mail Chimp as a means of distributing information about PRC and community events, usually on a weekly basis, at a minimum. People receiving PRC mailings through Mail Chimp have the option of unsubscribing. Currently, 1326 people are receiving the PRC Mail Chimp mailing. The PRC Mail Chimp list has been merged with the account sponsored by the ACPS School Division, because it was approaching the 2000 member limit. As a result of the merger, the Mail Chimp list will continue to send messages without interruption.

VIII. PRC Webpage

The website has been updated with several books and resources for parents of students with disabilities and providers. In addition, the calendar reflects all PRC activities, including workshops and support group meetings. There were 1555 viewings of the PRC webpage in January. This is the highest number yet of visitors to the PRC website.

IX. Other Technology

The PRC intake form has now been converted to an electronic form housed on the Google drive. As a result, PRC team members and visitors to the PRC will have the ease of using a laptop to complete the form in a paperless format, increase efficiency, and maximize resources to collect and analyze the data required by the Virginia Department of Education. The launch and implementation of this tool began on Nov. 1, 2018.