



UPDATE

May 2020

CHAIR REPORT

Happy Spring, fellow RegPED's! We hope this finds you embracing our new normal of online learning and honing your skills of flexibility and adaptability.

The Board of Registry met in April and reflected on all the goodness that is happening in our profession and TPED organization. In December 2019, we hosted the Symposium, featuring [Dr. Cherry Lee](#), TEA's Director of Reading Academies, as she shared relevant information on dysgraphia evaluation and instruction.

We continue to look for ways to grow and support our RegPED's and are thankful to continue to have the ability to [provide free webinars](#) and the sharing of the Walsh publication "[This Just In](#)" two times a year. Long before the world was meeting on zoom for everything, the Board began having one meeting per year virtually to save money. We were prepared when COVID 19 came! And due to COVID-19, we elected to have our spring Board meeting virtually and plan to meet in person in September.

In January 2021, two board positions will be up for renewal as [Sarah Johnston and I rotate off](#). We will be sending the [ballot out very soon](#) for the two diagnostician openings. Please take time to cast your vote!

The COVID-19 pandemic has been an interesting challenge for us all, navigating new waters with responding to new guidance for evaluations and ARDs from federal, state, and local levels. Thank you for your leadership in your districts as [you set the example for excellence](#) in all that we do, in relationships with staff and parents, and with innovative practices.



an act of accepting or supporting something willingly or enthusiastically

Tips for Managing Behaviors for at Home Learning

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Things You Can Do to Manage Your Child's Behavior at Home



Give your child positive reinforcement.



ex. TV time, call a friend, social media break, drawing break, toy time

Additional ideas: [direc.to/dtsL](https://direct.to/dtsL)



Praise good and appropriate behavior.



Link to replacement behavior video: [direc.to/dtsH](https://direct.to/dtsH)



Respond calmly if challenging behaviors occur.



Strategies for responding calmly: [direc.to/dtsE](https://direct.to/dtsE)



Choose a couple strategies to prevent challenging behaviors.



Strategies for preventing challenging behaviors: [direc.to/dtrd](https://direct.to/dtrd)



Help your child by breaking up their assignments into smaller sections.



This provides your child with small, frequent, and attainable goals.

Ways to break up assignments: [direc.to/dtsB](https://direct.to/dtsB)



Help your child understand their emotions and to self-calm.



Self-regulation tips: [direc.to/dtrg](https://direct.to/dtrg)



Dealing with Trauma during the COVID-19 Pandemic

We are all **charting unknown waters** now while we are attempting to do as much of our jobs as possible from HOME!!! The amygdala, known as the fear center of our brain, is like a smoke alarm. It senses danger and alerts your body to protect itself from danger. This is your brain under traumatic stress. This is why you may be exhausted even though you are working from home. Your body has been functioning all day long in fight or flight mode, and there is nothing that you can do to change this.



During this unprecedented time, it is easy to understand that we may be feeling a wealth of emotions. It is not unusual during periods of traumatic stress to be **more irritable than usual** or to feel more anxious or depressed. You may find yourself crying about everything or nothing at all. You may feel overwhelmed at balancing all of your roles simultaneously from home. You may feel like you can't wait to get out of quarantine and meet your friends and also feel like you cannot talk to one more person today following all of the virtual ARD meetings that you have been completing! All of these feelings are completely normal.

When we are living in our current state, the only way through it is grace. We cannot function at our peak **when we are dealing with these circumstances**. Recognizing that and giving ourselves grace with our self-talk is the key to surviving this. Take a walk, take a bath, take a nap, take deep breaths, ask for help, help where you can, and know that whatever you are feeling is completely normal. Whatever you need to do to take care of yourself during this time is okay. No guilt, only grace, as we walk this uncharted territory together. This too shall pass, and until that time, take care of yourselves and **enjoy your much-earned summer break**.

SYMPOSIUM 2020 Save the Date



Symposium 2020

Executive Functioning

Presented by Dr. Ed Schultz,
Associate Professor of Special
Education at Midwestern State
University

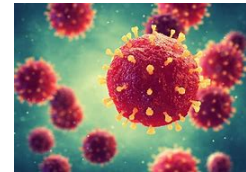
December 13, 2020
4:00-6:00

Waco Hilton- Brazos Ballroom
Free to Current TPED Members
\$30 for Non-Members

Surviving the End of the Year of COVID-19

The end of the school year is normally a stressful time for the Educational Diagnostician, but with the addition of COVID-19 and virtual school it is extra stressful this year. It is important to take care of yourself so below are several ways to take care of yourself and survive the end of the year.

- Avoid negative people. Better yet, try not to be one of those **negative people** you are supposed to avoid.
- Being optimistic does not mean that you do not have problems. A positive attitude means that you are **working on a solution**.
- Stop trying to rely on your memory! You have too much to do to recall everything. **Write it down in an organized fashion**.
- **Breathe!** It may seem like the work is not going to end but it will get done.
- Engage in self-care. Meditation, journaling, exercising and reading are some **ways to engage in self-care**.
- Last but most importantly, **take care of yourself** and put yourself first.



Renew for 2020/2021

Tips for Mentoring New Diagnosticians

- Remember what it was like to be a **first year diagnostician**. It was hard. You were thrown into the deep end of the pool and expected to swim. Eventually, you were able to tread water and keep your head up above water. Your mentee will get there too, eventually.
- Spend time working with them **side by side**.
- Allow them **to learn** through mistakes
- Talk through your processes. This helps them know **how you approach a task**
- Have them watch you do a couple of ARDs on their campus. Then, have them **take over portions of the ARD** meeting until they are doing the ARD by themselves. Have them practice taking deliberations. Compare your deliberations with theirs. They will see what they captured well and what they need to improve on.
- For several ARDs, sit by them while they go through the process of closing it out – **Be with them** while they prep the ARD, hold the ARD, finish up the ARD, and send it to the parent.
- For the first few evaluations, sit with your mentee to plan out the evaluation from start to finish. After they administer the evaluation, help them **interpret the results** using your districts model. Help them throughout the year, evaluations will arise that don't follow the typical protocol.

The 3 most important Tips
Be A P A

Approachable

Patient

Available

TPED Exam Reboot

RegPEDs please share.

Due to the COVID-19 pandemic and all that ensued thereafter, TPED will **offer an additional testing opportunity** to those interested in sitting for the exam and becoming a member of the TPED family.

ALTERNATE TEST SITES

Applicants will be given the opportunity to test at a licensed testing facility in their area.

How will it work?

Start the process by requesting an application packet below.

Completed application packets are due by September 18th.

After the application packet has been approved, applicants will be given a list of approved licensed **testing facilities in their area**. The applicant will be responsible for completing and submitting an **Alternate Test Site** form indicating the testing facility of their choice, contact information, and scheduled testing appointment. TPED will work with and provide test materials to the testing facility. The applicant must test during the scheduled testing window; **October 12th to November 23rd**. Applicants will be responsible for any testing fees incurred. Testing fees typically range from \$30.00 to \$40.00.

Our motto remains, **“Not just competence...excellence!”**

Compensatory ... Is it Really A Bad Word?

Whenever Compensatory Services are mentioned, it typically evokes feelings of apprehension, because it means that the **district has failed** to do something. YIKES!



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In legal terms it means that future services are to be provided to a student in order to make up or ‘compensate’ for a school district’s failure to provide the student with **appropriate services in the past**. The key word that stands out is ‘failure’.

How could Compensatory Services **be anything but bad???**

Well.....COVID-19 happened and school districts quickly adapted their learning platform to virtual/remote learning and while virtual/remote learning works for some services and students, it doesn’t work well for all services or all learners.

Since COVID 19 is here and may be here in some form for ESY and possibly next fall, Compensatory Services **will likely be discussed more frequently**, but it will not necessarily be because the district made an error. It may be due to other reasons related to virtual/remote learning. Even the DOE gets it. ... “The Department understands that there may be exceptional circumstances that could affect how a particular service is provided. If a student does not

receive services after an extended period of time, the student’s IEP Team, or appropriate personnel under Section 504, must make an individualized determination whether and to what extent compensatory services are needed consistent with the respective applicable requirements, including to make up for any skills that may have been lost.” *Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students*, Department of Education, (March 16, 2020).

So, what does this mean???? **Compensatory is NOT a bad word** and some students will need it and it will all be ok!!!!

Good information about Compensatory Services that you will need to know:

1. Compensatory Services are not automatically provided to all students .
2. Compensatory services are not automatically required and are not necessarily required to be a minute for minute offer.
3. The determination should be based on what services are needed to make the student “whole” again.
4. Decisions about the type and amount of Compensatory Education must be decided on an individual basis.
5. Compensatory Services could be tutoring or additional instruction provided beyond the regular school day not in the regular school day.
6. Compensatory Services could be provided in the summer in addition to ESY, but it is not ESY
7. Related services can be part of Compensatory Services and if provided, would be in addition to the related services necessary for FAPE.
8. Compensatory Services could be reimbursement to parents for outside tutoring or services.
9. Compensatory Services is NOT: FAPE, damages, whatever parents request, or ESY.

What is the take away????

- Take one day at a time and do what you can do.
- Keep apprised of any new guidance provided by TEA.
- Keep students in the forefront of your focus.

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Texas Professional Educational Diagnosticians

Board of Registry
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New Phone Number
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www.regped.com

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TPED website

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