

2022-2023 Board

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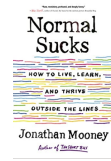
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NEXT MEETING
Thursday, 12/1, @7pm



UPCOMING EVENTS
11/17- TRANSITION



What We Are Reading

RT-SEPAC



SEPAC hosts Anxiety Presentation with NESCA

Anxiety has been on the rise since well before the COVID pandemic and is the most common psychiatric disorder among teens. **1 in 3 adolescents between the ages of 13-18 will experience an anxiety disorder** with the behaviors of anxiety presenting as: repeated fears/worries about daily life; avoidance of discomfiting situations; irritability and/or disruptive behaviors; rigidity; inattention or restlessness; withdrawal; perfectionism; repeated seeking of reassurance; sleep disturbances; somatic complaints; frequent trips to the nurse or bathroom; and, school attendance/avoidance issues.

Anxiety significantly impacts executive functioning and impedes daily living and the life of a student. Executive Functioning aspects including: working memory, initiation, planning/organizing, time management, self-management, sustaining



effort/attention, flexible thinking, and self-monitoring can be affected. This disorder can be effectively treated or managed by working with a therapist trained in Cognitive Behavior Therapy (CBT) or Dialectical Behavior Therapy (DBT) to reframe the negative thought patterns and to help teach how thoughts, feelings, and behaviors are connected.

- **Psycho-education is key to teach children how anxiety affects their body and what they can do to manage it.** Short-term avoidance or accommodating without treatment, heightens anxiety.
- **Developing a proactive plan to identify and break the anxiety cycle is key, combined with good exercise, nutrition, and sleep, as well as strong social connections.**
 - **To effectively collaborate with the school to address your child’s anxiety,** it is important to understand the school’s current SEL curriculum and the tiers of intervention and effectively communicate data with the school about how anxiety presents in your child. You should then have an opportunity to discuss specific accommodations and/or goals that can support your child.
 - **When it comes to the IEP, it is important to incorporate student-centered plans that focus on self-regulation, executive functioning, and transition needs.** Self-regulation includes coping strategies (cognitive, behavioral, sensory, lifestyle), mindfulness, psycho-education, and proactive planning. Executive functioning includes initiation strategies, working memory, time management, breaking down tasks, and transitions. Transition needs include self-awareness, self-determination, self-advocacy, goal setting, and self-monitoring. All of these should be considered!

Upcoming Event

On November 17, RT-SEPAC will host **Tabitha Monahan of NESCA.** Tabitha Monahan, MA, CAGS, CRC, is a transition planning expert and brings experience helping transition-aged youth, adults and their families navigate the complex systems of post-secondary life. Tabitha has over a decade of experience assisting individuals in determining and obtaining appropriate available resources and benefits.



OPPORTUNITY TO GIVE BACK

On December 2, RTCPS will honor **Special Educator’s Day.** Cory Mace P’29 has stepped up to coordinate a special gift for the 24 Learning Specialists, Paraprofessionals, and the Support Director.

To contribute to this day, please click [HERE](#).

Monetary donations can be made via Myschoolbucks under **SEPAC.**

All SEPAC meetings for are **VIRTUAL** for the convenience of our community members.

2022-2023 Meeting Dates

12/1/22 2/2/23 3/30/23
6/8/23



We welcome both 504 and IEP families

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