

# SPEDITION NEWSLETTER


Office of Special Services and Student Equity  
Pontiac School District

Arnella Jamison, Ph.D., Director  
Jennifer Parker, Supervisor  
January 2022

Kelley Williams, Superintendent  
Dr. Desheil Echols, Assistant Superintendent




"I HAVE A DREAM THAT ONE DAY THIS NATION WILL RISE UP AND LIVE OUT THE TRUE MEANING OF IT'S CREED - WE HOLD THESE TRUTHS TO BE SELF-EVIDENT: THAT ALL MEN ARE CREATED EQUAL."




*Martin Luther King Jr.*  
KPLC

"I HAVE A DREAM," MARTIN LUTHER KING, JR.



PROJECT AND COOPERATIVE ACTIVITY

Study All NIGHT  
21<sup>ST</sup> CENTURY TEACHER RESOURCES



What is something you can do to make the world a better place?

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Just Wild About Teaching

## Spotlight on Our Occupational Therapists

**Deborah Dalton**

**Heather Pillars**

**Sarah Rouse**

**Megan Wilson**

**Karen Szymanski**

**Catherine Deslandres**

**Carley Hickey**



### What Do OT's Look for During an Observation and Evaluation

- ◆ **Auditory Defensiveness:** A student may cover their ears, avoid loud places/rooms, be distracted by sounds, may be easily startled/upset by noise.
- ◆ **Eye Gaze:** children with autism have difficulty making/maintaining eye contact. They may also have difficulty with visual attention on tasks.
- ◆ **Stimming:** Self-stimulating or sensory seeking behaviors. A student may engage in stimming behavior to provide their system with sensory input needed for calming/regulating. Examples include: hand flapping, rocking, spinning, Humming, finger flicking, etc.
- ◆ **Proprioceptive seeking:** a student may jump off things, bump/crash into things, stomp their feet when walking, may like tight fitting clothing, may excessively bang toys/objects, may rough house, may fall intentionally.
- ◆ **Tactile defensiveness:** A student may be over responsive to light touch, messy play/foods, different textures of clothing, uncomfortable standing/being near others, overly upset by minor bumps, toe walking.
- ◆ **Tactile seeking:** A student may be under responsive to bumping/crashing into people/things, may crave touch especially hugs/squeezes, may mouth objects, may seek out textures, rub walls/carpeting.
- ◆ **Vestibular defensiveness:** A student may avoid playground equipment, may prefer sedentary activities, may be overly cautious and afraid of falling, may avoid uneven surfaces, stairs or ramps.
- ◆ **Vestibular seeking:** A student may spin, rock, swing vigorously, may be constantly moving, may enjoy jumping off things, hanging upside.



### Sensory Versus Behavior

Behavior meltdown typically ends when the child receives what they wanted or need.

**Sensory meltdown:** The student's sensory system interprets that sensory stimuli is painful/dangerous which results in a chemical reaction where the brain releases stress chemicals. There is no "off switch" and the student will have little physical control. The body needs time to re-absorb the stress chemicals before the student can be calm. A student will not be "pulled out of it" by a verbal or visual command. Focus at this time is the safety of the student. Use minimal words and/or pictures to communicate with the student.

A student can sometimes "hold it together" all day at school, but "lose it" at home because they NEED to meltdown and do so when they are in a safe, comfortable place.

When a student is demonstrating a behavior to obtain something they want, typically they will avoid self-injury.

When a child is experiencing a sensory meltdown, they do not consider they own safety and may hurt themselves or others.



## Special Ed Department Contacts

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## Medicaid Billing



All certified case managers and ancillary staff are required to complete monthly Medicaid billing for eligible students assigned to their caseload.

Students in self-contained classrooms with paraprofessional staff may receive additional services as established by their respective IEP. Personal care services may be reimbursed by Medicaid to the district if the following requirements are met.

1. Parent Authorization for the district to bill Medicaid.
2. Self-Contained Classrooms.
3. Personal Care Authorization signed by the licensed ancillary staff personnel. Teachers cannot sign this form.

All three conditions must be met for the student to be added to the Para's list. If any one of the three requirements do not apply, then the student is not eligible for the additional reimbursement to the district.

**Students who receive physical therapy services while in school.** A signed PT script from the student's primary physician is required for the school PT to provide direct services to the student. A good rule is to ask the parent to reach out to the physician at the time the IEP meeting is being set.

Medicaid billing is due on the fifth business day of each month for the prior month.



If you get "locked out" of MiStar or do not remember your password, you must call the Help Desk at 248.209.2060 for assistance.

Students who get moved from class to class or buildings, please send an email with complete details to Lynn/Aileen.

If you need assistance with Medicaid entries, send an email to: [Deborah.dalton@pontiacschools.org](mailto:Deborah.dalton@pontiacschools.org).