

# **LESD Parent Empowerment Program (PEP)**

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# Agenda

- 1) **Community Schools**
- 2) **Needs assessment results**
- 3) **Parent Empowerment Program (PEP) overview**
- 4) **Current progress/next steps**

# Community Schools



## FDR Implementation Plan identified two needs:

- Student Behavior Support
- Family Engagement

## Goal:

- Implement an **Early Intervention Program (TK & K)**, which supports families with children experiencing behavior challenges at school, home, and in the community

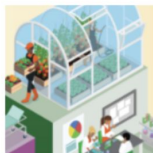
A whole-child, whole-school model for equitable school improvement



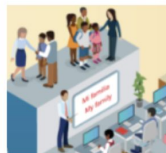
**Integrated  
Student  
Supports**



**Expanded  
Learning Time &  
Opportunities**



**Active Family  
and Community  
Engagement**



**Collaborative  
Leadership and  
Practices**



	2022-23	2023-24	2024-25 (by January)
TK Child Find	19	14	12
State preschool referrals			19
TK/K Tier 3 RBT Support Referrals		56 Referrals 71% TK/K/1 50% were FDR referrals	43 Referrals 41% TK/K/1 20% were FDR referrals
Students requiring Modified Day District -Wide	21 students (11 students in TK-1st)	20 students (15 students in TK-K)	20 students (20 students in TK-1st)

# The Parent Empowerment Program (PEP)



**IS . . . an evidence-based, early intervention program** for PreK, TK, and kinder families with children experiencing behavioral difficulties at school, home, or in the community,

**PROVIDES . . . a support system and a safe environment for families** to learn new strategies and skills to effectively address challenging behaviors, and

**CREATES . . . a bridge between home and school, ensuring partnership and parent ownership** in being an **active participant** in their child's behavioral and social emotional growth

# PEP Basics



Modeled after the **La Mesa Spring Valley School District Parent Empowerment Program (PEP)**, which is based on the Regional Intervention Program developed by Vanderbilt University



**Child** attends PEP classroom **2 days a week for 2 hours per session** (in lieu of school site class) to receive targeted instruction on skills needed (frustration tolerance, emotional regulation, delayed gratification, and social skills)



**Parent/Caregiver attends with child** and receives training, targeted skills sessions, and behavior plans to support their child

# What the Research Says

- “If aggression towards others and property is not altered **by the end of third grade**, it appears that it should be treated as a **chronic condition**, hopefully kept somewhat in check by **continuing and ever more costly intervention**.” (Dodge, 1993)
- “**One billion dollars spent annually** to incarcerate aggressive youths.” (Patterson & Bank, 1989)

- “The 1,300 cases in this study may well be the **largest data set on the efficacy of any early intervention program**. At this point, it is our best estimate that **the power of RIP in influencing long-term child outcomes** is directly related to adult family members adopting as few simple behavioral strategies that they continue to use to this day.”
- The results of evaluation studies on RIP clients have shown that (a) **the initial intervention experience provides predictable and replicable outcomes for adults and children**, and (b) **outcomes for children and adult clients maintain for periods ranging from 3 to 9 years.**” (Strain & Timm, 2001)

# The Missing Piece - Tiered Mental Health Support for Parents & Caregivers

## Tier I: Offered to all

- Families with Special Needs Support Group
- Positive Solutions for Families Workshops (3-5 year olds) - (began in January)
- [BrightLife Kids](#) (0-12yrs.)/[Soluna](#) (13-25yrs.)
- [The Power of Showing Up](#)
- [Lives in the Balance](#)
- [Active Parenting of Teens](#)
- Family Leadership Academy
- Wellness Coaches (CYBHI)



## Tier II

### Parent Empowerment Program (PEP)

keeps students in general education instead rerouting to special education

## Tier III

RBTs

Referral to Special Education



# Support for Families with or without IEPs



- Parent Training on Social Emotional Strategies
- Parent Training on Applied Behavioral Analysis Strategies
- Hands-On Support through Parent Child Interaction Therapy (PCIT)
  - Live Coaching through challenging behaviors in controlled environments (1:1)
- PEP Classroom Coaching twice a week to implement SEL & Bhx Strategies in Small Groups
  - Scrubbed Preschool/TK/K Setting
  - Typical Preschool/TK/K Setting

# Support for Educators



- GenEd Classroom **Coaching for Staff** on the challenging cases
- Collaboration on Creation & Delivery of **tailored Professional Development** for Preschool/TK/K GenEd Classroom Staff on SEL/ABA/Appropriate Development Strategies
- Able to partner with site MTSS team to develop plans **before SpEd Assessment Referrals are considered**, especially for students with no prior Early Intervention Services

# Getting Started

## Minimum Staffing Needs

- **One Program Lead**
  - School psychologist preferred
- **Two paraprofessional level staff**
  - To serve as case managers/classroom trainers
  - Goal is to eventually hire a graduated PEP parent in the future

## Minimum Facilities Needs

- One “**mini-classroom**”
- Reset space
- 1 **observation room** (room with glass on door or window for observation)
- Staff work area
- Parent work area
- Restrooms conveniently located

# Braided Funding for Sustainability

- Providence Grant (\$192,000)
  - RIP training/contract, start up costs, initial staffing
- Community Schools
- Learning Recovery
- ELOP
- CYBHI
- Title IV
- LCFF - Sup/Con
- State Preschool Mental Health
- Medi-cal



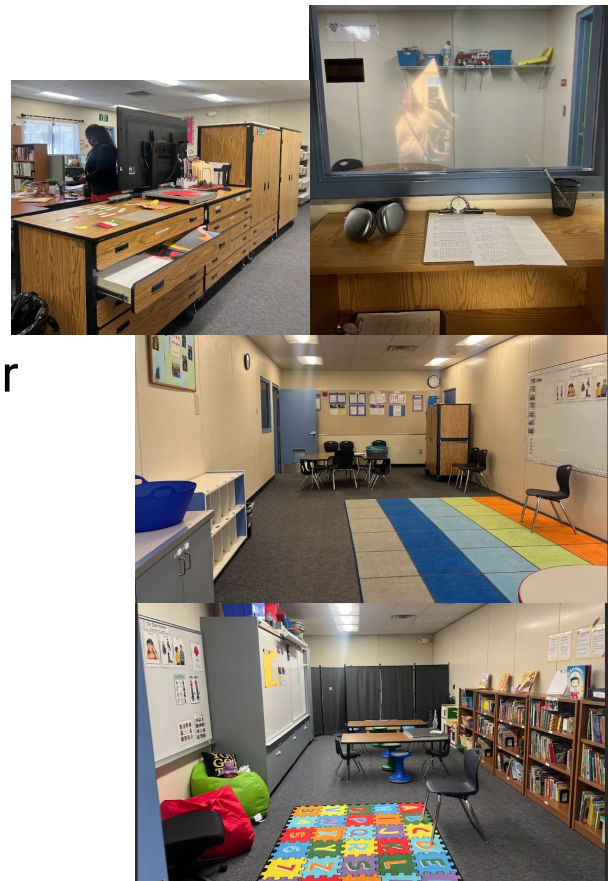
# Current Progress/Next Steps

## Staffing

- Contract in motion with Tennessee Department of Health's Regional Intervention Program for participation as replication site
- **Psychologist on Special Assignment** and **Behavior Intervention Technician** positions being finalized for approval

## Facilities

- PEP Room identified on **FDR campus**
- Surplus furniture identified at Rogers for use in PEP
- Purchases of Prek/TK/Kinder appropriate furniture and materials



# Questions





thank you