

PROJECT FOR THE ADVANCEMENT OF GIFTED AND EXCEPTIONAL STUDENTS (PAGES)

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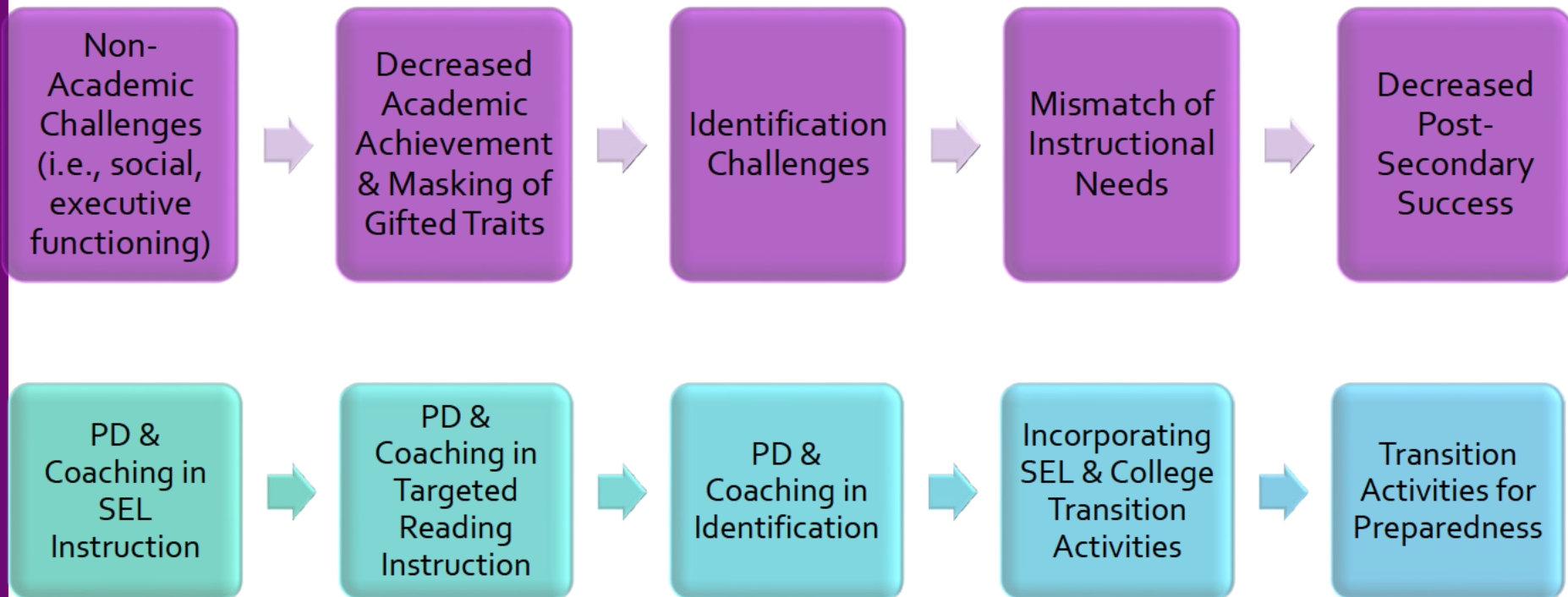
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*Specialist, Strategic
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Activities



Participants

Elementary School Teachers

- PD & Coaching in Identification

Academy Teachers

- PD & Coaching in targeted reading instruction, executive functioning, SEL, and college transition

**What new findings have
emerged from your work with
2e students in your Javits
grant?**

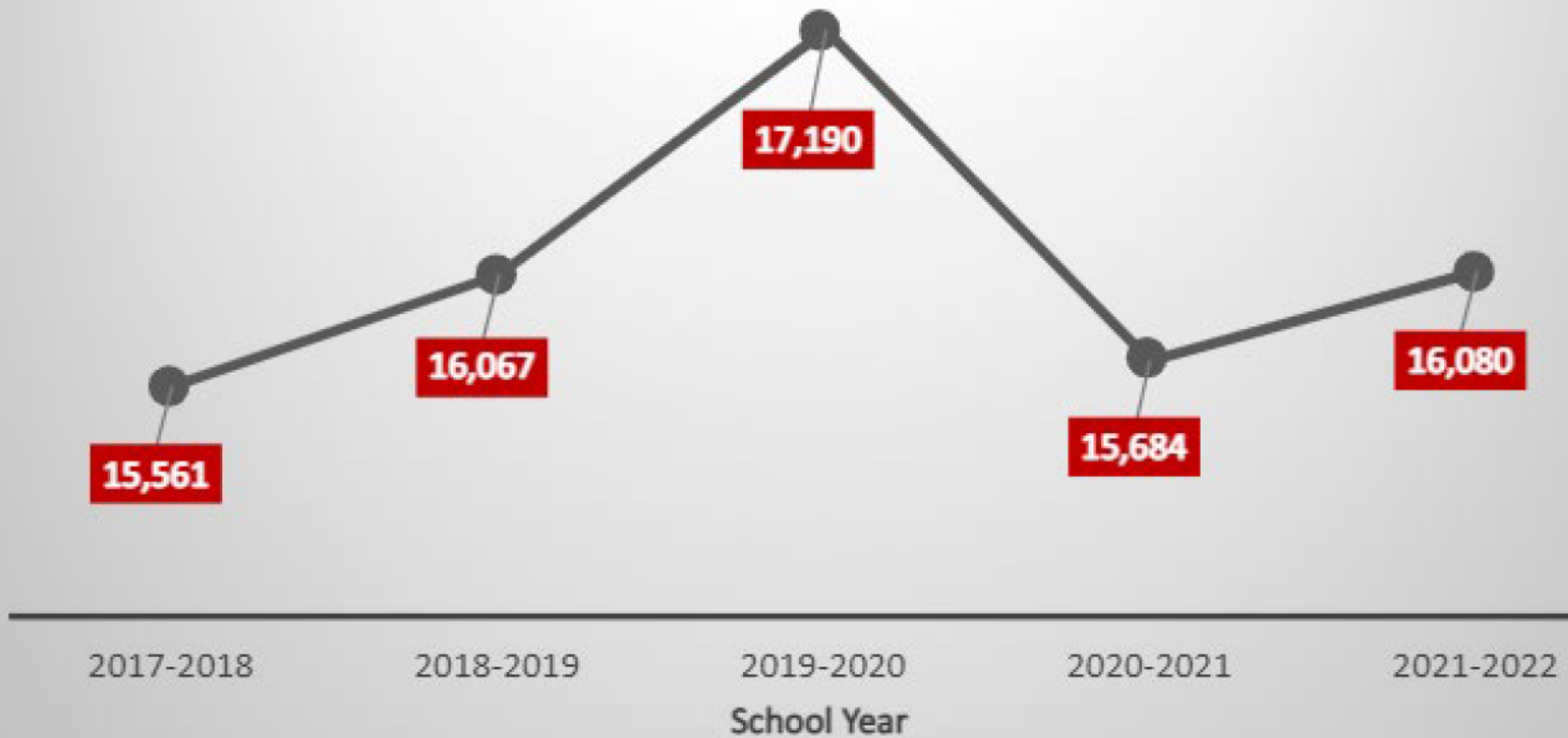
Gifted Data within LAUSD

- Overall student enrollment within the district has decreased due to COVID. Student enrollment in the Academy has similarly declined.
- The amount of students identified as gifted within the district has held steady at about 13⁰%; however, the amount of SWD identified as gifted, district-wide, has increased from 11-12⁰%.

Gifted Data within LAUSD

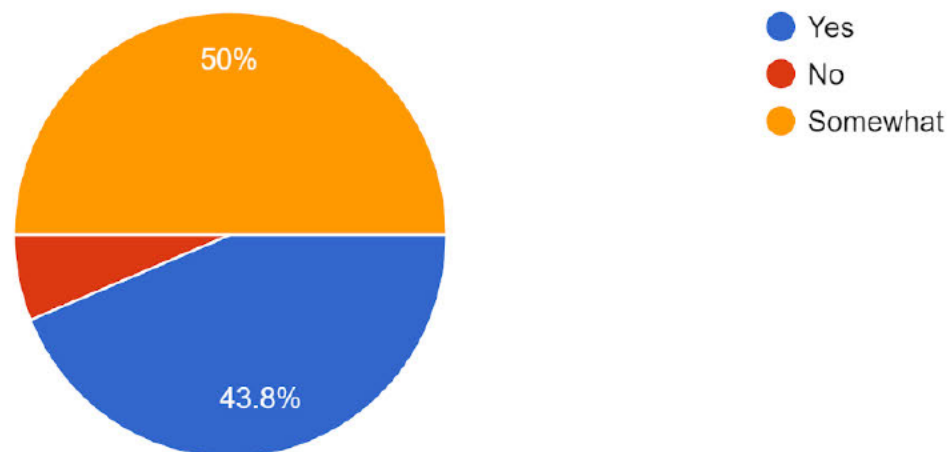
- 2e identification has increased in the following four eligibility categories:
 - AUT (1.95% to 3.75%)
 - OHI (1.82% to 3.57%)
 - SLD (.31% to 1.24%)
 - SLI (1.59% to 2.24%)

LA Unified ASD Population



Do you feel you improved in any of your Habits of Mind or Executive Functioning Skills we practiced in class? (the funny pictures drawn on the board?)

16 responses

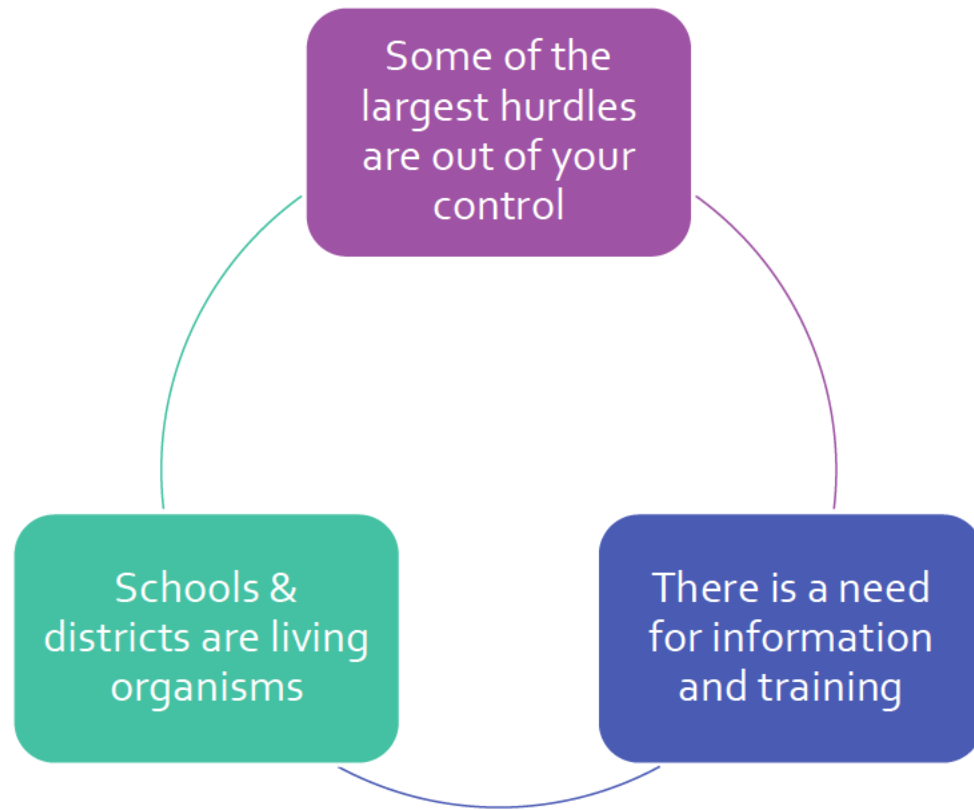


"Managing impulsivity. At the beginning of the year, I did not hesitate when I was angry, and voiced my thoughts. Even if it was inappropriate."

"I am certainly more organized than I was in previous years."

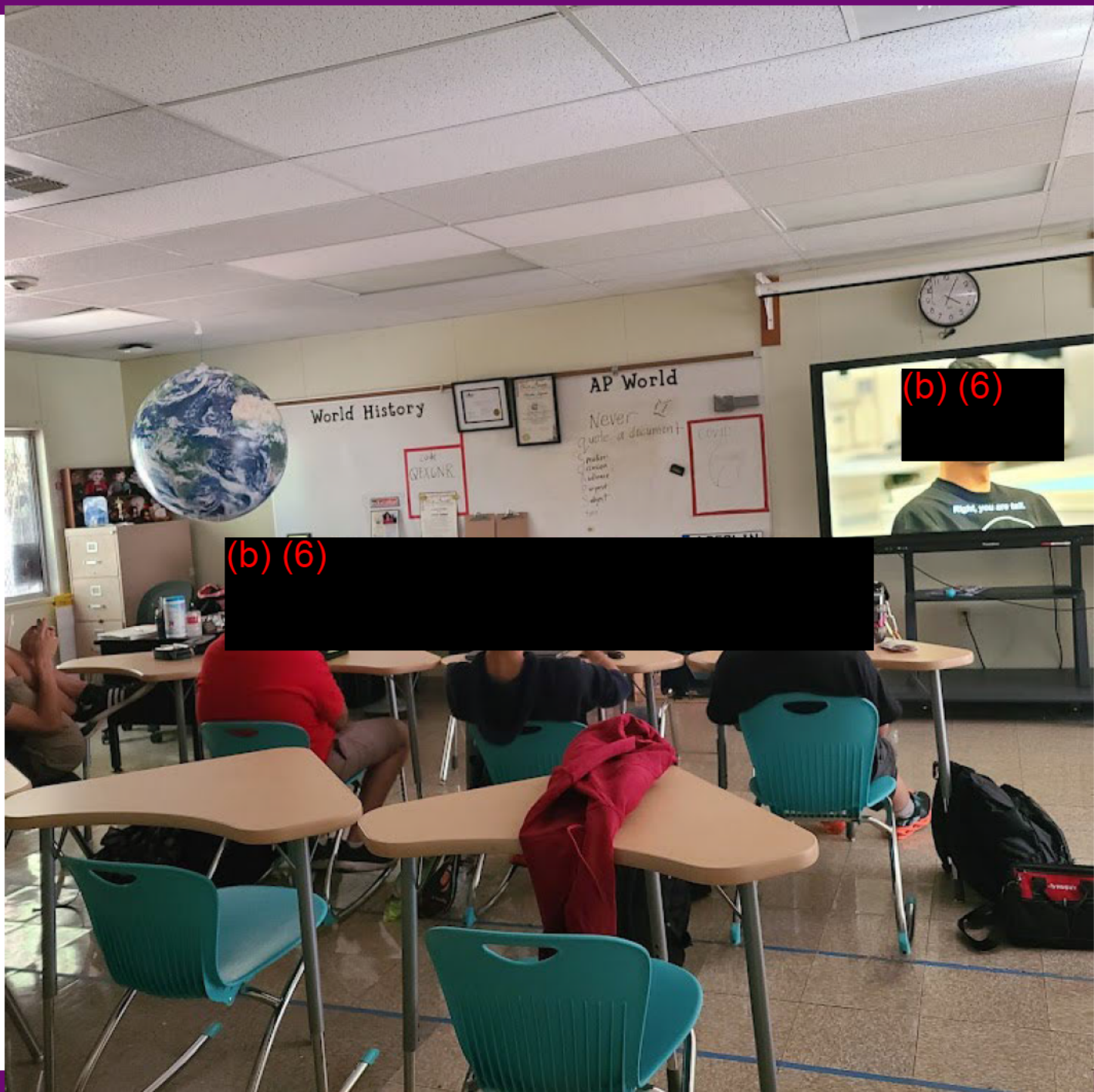
"I learned not to argue pointlessly with everyone."

**What is one recommendation
that you can give others
about identification and/or
programming based on your
work?**



LET TEACHERS DO
THEIR THING

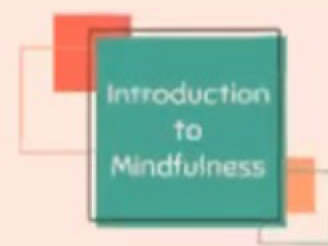




Planning & Scheduling



Introduction to Mindfulness



SEW Labs

Social Emotional Wellness workshops

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
BLUE ZONE Self Jack Tired Bored Missing Somebody	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Wiggly/Wiggly Excited Lots of Emotions	RED ZONE Intense Mad Scared Feeling Out of Control

Giving and receiving social



The Priority Matrix

(Steven Covey's Matrix)

How important is the task?	High importance	Action: Do First	Action: Do Next
	Low importance	Action: Do Later	No Action: Don't Do
		High urgency	Low urgency

How urgent is the task?

Size of the problem



SEW Lab is time dedicated to the students' social and emotional wellness where students engage in explicit social emotional instruction and interactive lab time.