



MAINE DEPARTMENT
OF EDUCATION

Office Hours: Stress, Behavior, and the Brain

10/22/2025

The OSSIE Supervision, Monitoring and Support Team

Presented by: Bear Shea





This training is being recorded
Please feel free to drop any
questions in the Chat Box and we
will answer them.





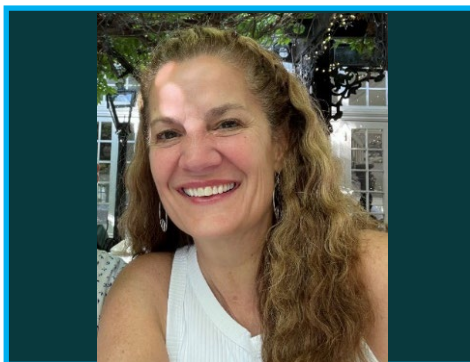
Agenda

1 Introductions

2 Brain 101

3 Questions

4 Resources



Colette Sullivan
Federal Programs Coordinator



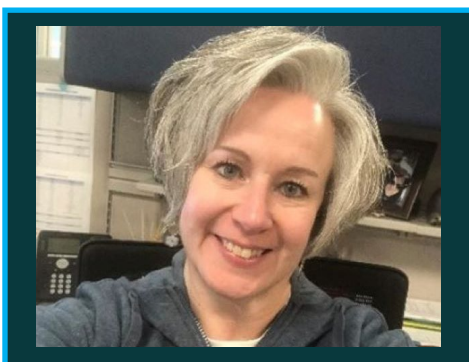
Jennifer Gleason
Education Specialist



Karlie Thibodeau
Education Specialist



Ashley Satre
Education Specialist



Julie Pelletier Secretary Associate

Meet Our Team

Supervision, Monitoring and Support Team

Through a combination of the monitoring process, professional development and data collection, the SMS team supports SAUs with compliance as outlined in IDEA and MUSER regulations for students with disabilities.



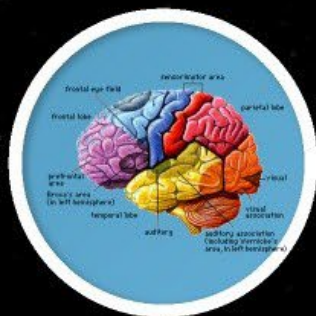
MAINE DEPARTMENT
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Brain 101: Stress, Survival and Student Engagement

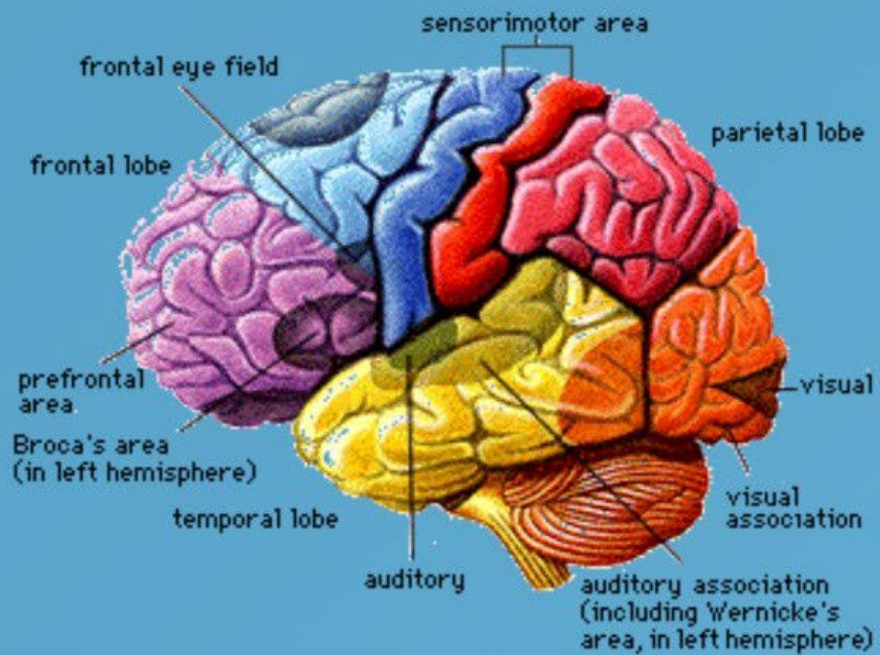
Presented by: Bear Shea LCSW

Maine DOE Mental Health Specialist





Cogito



Ergo Sum



Wire and Fire

100 Billion brain cells creating 100 Trillion neural connections

Efficiency is imperative for Survival



Wire and Fire

100 Billion brain cells creating 100 Trillion
neural connections

Efficiency is Imperative
for Survival



Thinking
and
Feeling

Cognitive
and
Emotional

Cortical
and
Limbic

Prefrontal Cortex
and
Amygdala











The Amygdala





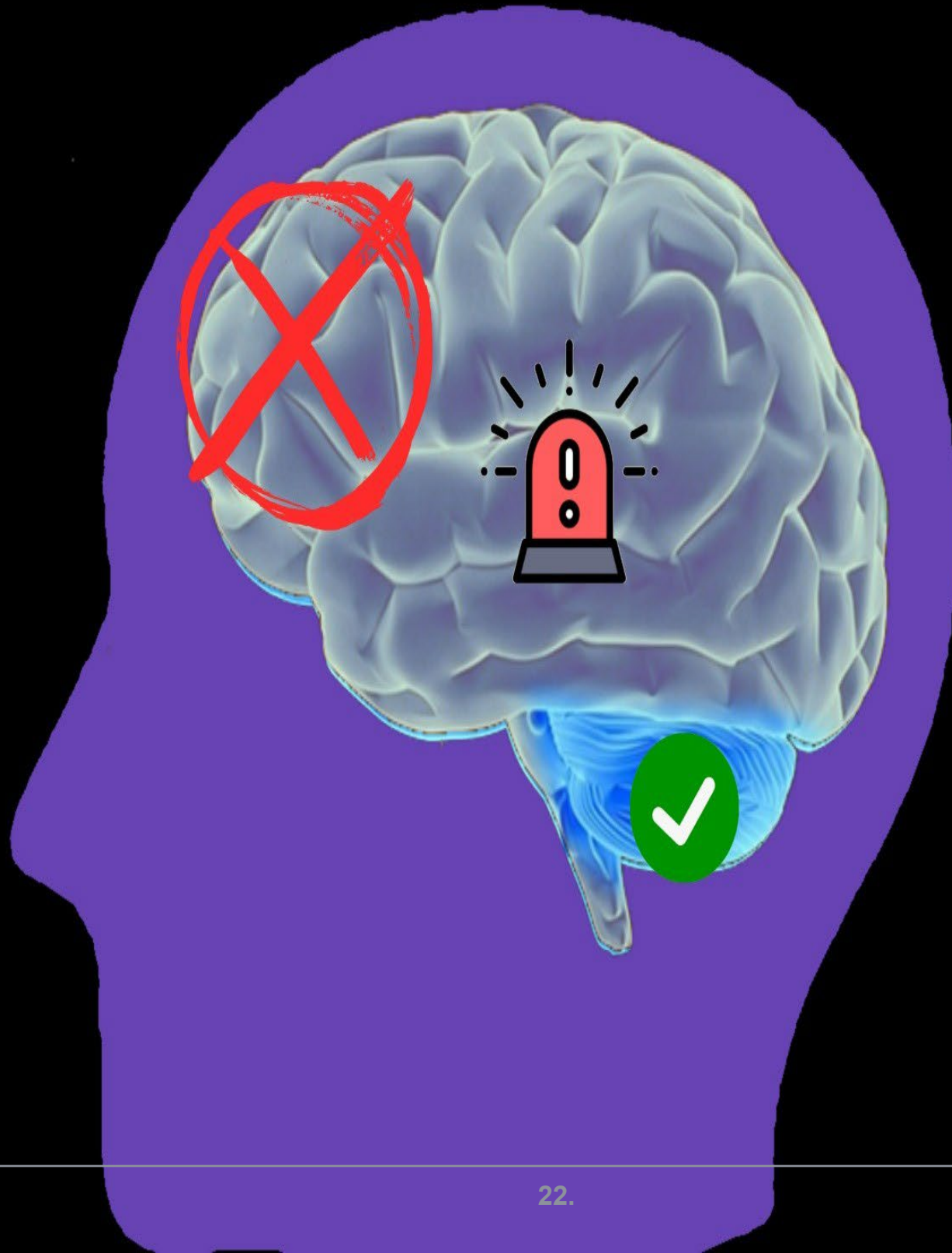


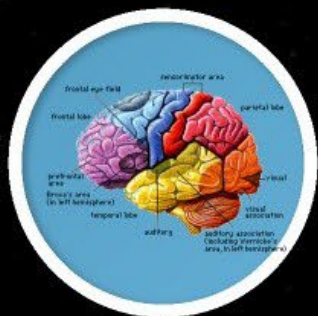












Survival



FIGHT!



FLIGHT!





Fight and Flight

Response to

What it Looks Like:

- Physical or Verbal Aggression
- Stomping, pacing
- Breaking/Striking Objects
- Incoherent rants
- Running away from situation
- Leaving home/school
- Poor decision making
- Saying things that are extreme and harmful to others
- Suicidal thoughts
- Self harm

Interventions:

- Increase in dysregulation to any perceived power
- Reduced ability to engage in cognitive discussions
- Black or white thinking
- Focused on immediate threat and not long term consequences
- Doing anything to get out of conversation
- Psychomotor agitation often perceived as disrespectful
- Shift to **FREEZE** or **SUBMIT**

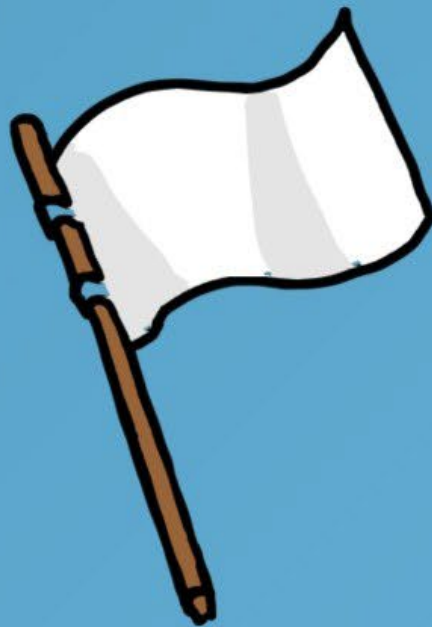
Response to Support:

- Deny that there is any need for support
- Actively avoid positive peers or mentors
- Increase in reactive behavior
- Shift to **FREEZE** or **SUBMIT**

FREEZE!



SUBMIT!





Freeze and Submit

What it Looks Like:

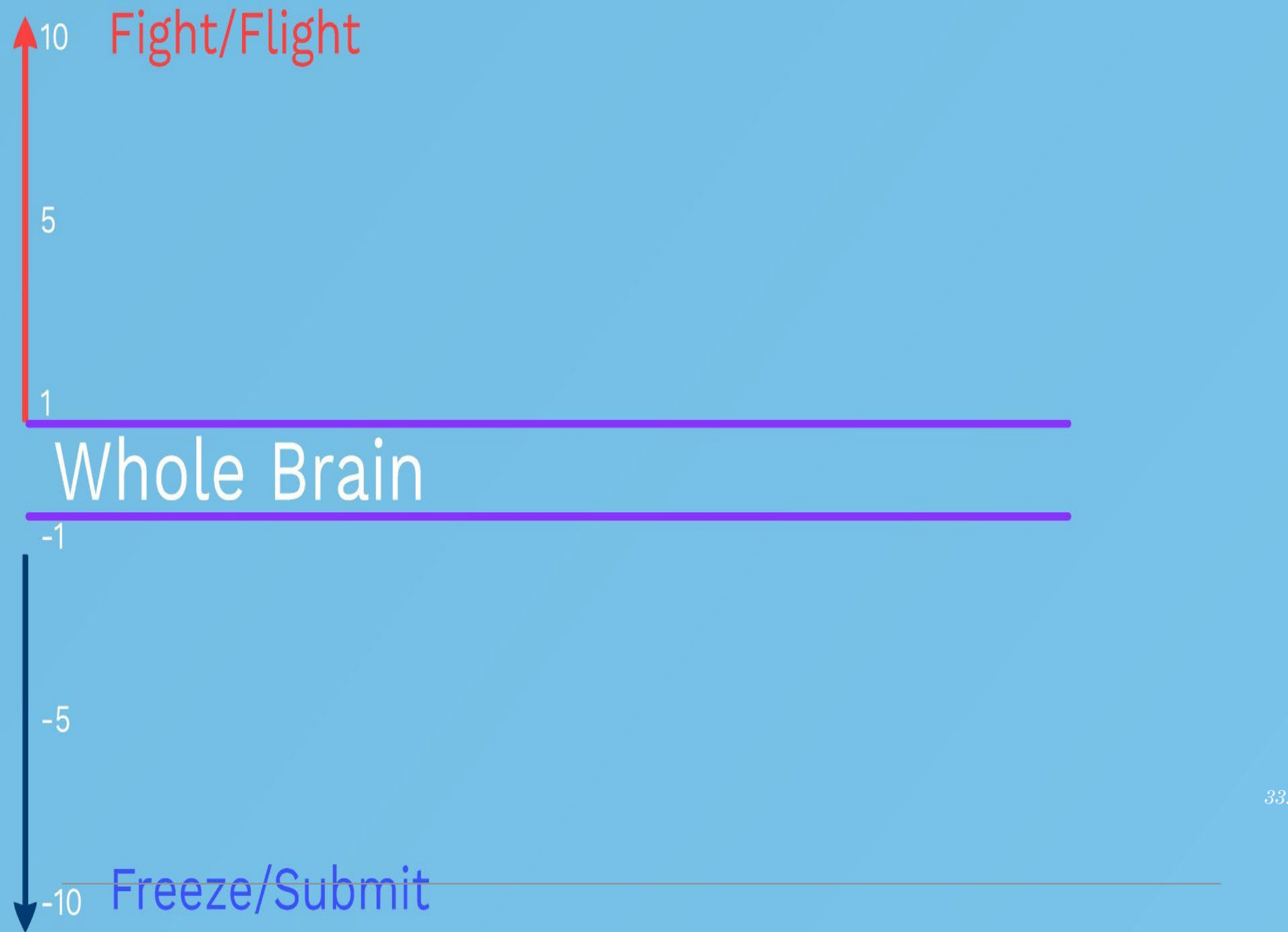
- Non responsive
- Yes/No answers only
- Agreeing to anything said
- Self deprecation
- Isolation from supports
- Chronically late or absent
- Excessive sleeping
- Self harm
- Suicidal thoughts

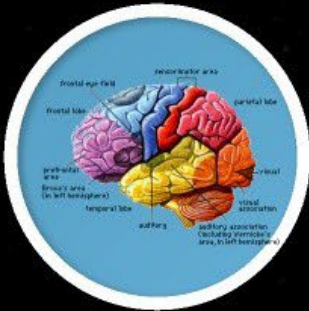
Response to Interventions:

- Increase dysregulation to any perceived power
- Emotionally flat
- Agreeing to all that is said
- Not engaged
- May fall asleep
- Black or white thinking
- Perceived as not caring and disrespectful
- Shift to **FIGHT** or **FLIGHT**

Response to Support:

- May be present but not engage
- Agreeing to all that is said
- Missing support meetings
- Unable to remember past interventions
- Increase in avoidant behavior
- Emotionally flat or unavailable
- Shift to **FIGHT** or **FLIGHT**






Stress!



Stress Relativity

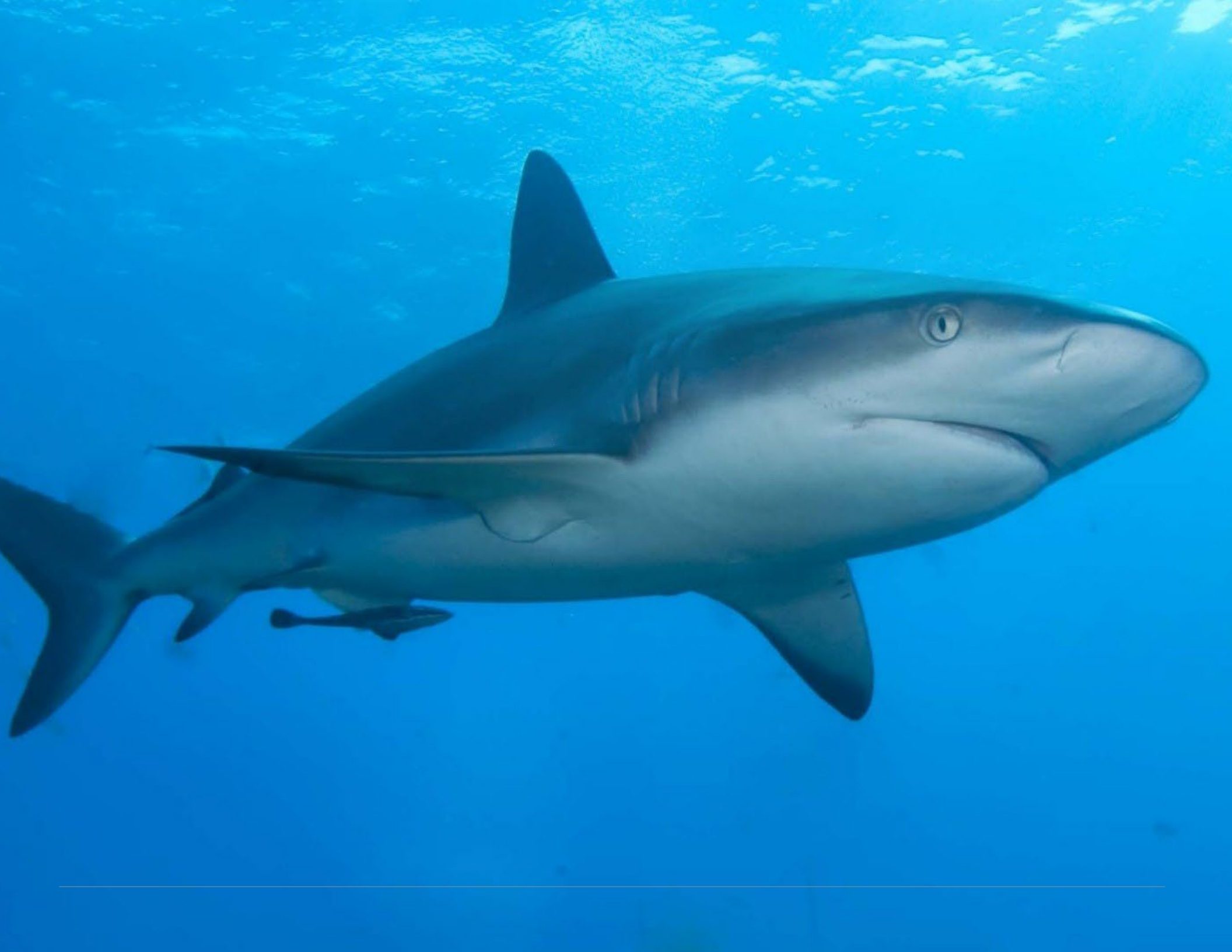




Stress Perception

Stress Perception





Neural Regulation



Neural Regulation

Regulation is not “Happy”

- A regulated state is having your whole brain online and prepared to use all faculties to perceive, assess and choose the appropriate interaction.

References

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More References...

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Acknowledgements:

- **Hand/Brain Model:** Dan Seigel
- **Mindsight :** The New Science of Personal Transformation. New York: Bantam Books, 2010.
- **Window of Tolerance (Base):** Pat Ogden
- Ogden, P., Minton, K., and Pain, C. (2006). Trauma and the body: A sensorimotor approach to psychotherapy. New York: Norton
- **Window of Tolerance (Advanced):** Deb Dana LCSW, Tracy Morton Stanford LCSW, Phil Devoe LCSW
- Island Institute for Trauma Recovery <http://iitrme.com/>
- **Collaborators:**
- Susan Burns-Chong LCSW



Maine DOE Climate, Culture, and Resilience

Climate, Culture, & Resilience



The climate culture and resilience team provides resources, guidance, and technical support to SAUs through a trauma-informed approach. As an action-oriented team supporting educators, CCR provides expertise in areas of Social Emotional Learning and Intelligence, Family Engagement, Cultural Responsiveness, and Mental Health, as well as Migrant and McKinney Vento-identified student support.

School Climate refers to the many aspects of students' educational experience that influence their social, emotional, and academic development. The climate of a school can impact student engagement in school activities; relationships with other students, staff, family, and community; and academic performance. A positive social and emotional school climate is conducive to effective teaching and learning. Such climates promote health, growth, and development by providing a safe and supportive learning environment.

Looking at School Climate data

Surveying students, staff and the community on a regular basis will provide an overall picture of the school climate and student engagement. With this information, a school community can address the areas of concern identified in the survey data. With ongoing surveys, the school community can assess if implementations are effective.

- Maine Integrated Youth Health Survey (MIYHS)
- [GLSEN 2017 National School Climate Survey](#)
- [Safe Supportive Learning](#). The National Center on Safe Supportive Learning Environments (NCSSLE) maintains a compendium of valid and reliable surveys, assessments, and scales of school climate that can assist educators in their efforts to identify and assess their conditions for learning.
- Creating a Safe and Respectful Environment on Our Nation's School Buses
- [Quick Guide on Making School Climate Improvements](#)

Contact:

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Resources



State Laws

1% Assessment

1% and Maine's Alternate Assessments Based on Alternate Academic Achievement Standards (AA-AAAS)

[Assessment Page](#)

Procedural Manual

Special Education required forms procedural manual.

[Procedural Manual Download](#)

State Law

In Maine, laws that are specific to the education of children with disabilities are set forth in three chapters of 20-A MRSA (Maine Revised Statutes Annotated).

- [Chapter 301](#). General Provisions
- [Chapter 303](#). Children with Disabilities
- [Chapter 304](#). Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf

State Regulation: Chapter 101/MUSER

Rule chapter that is specific to the education of children with disabilities in Maine
Department of Education Regulations,
Chapter 101, Maine Unified Special Education
Regulation Birth to Age Twenty (MUSER).

[Procedural Safeguards](#)

[MUSER](#)

- [SAU Responsibility for FAPE](#)
- [MUSER Continuum for LRE](#)
- [Educational Surrogate Parent](#)
- [State Agency Clients](#)

IDEA MUSER PROCEDURAL MANUAL PROCEDURAL SAFEGUARDS



<https://www.maine.gov/doe/learning/specialled/law>

Supervision, Monitoring, and Support

SAU Resources for Supervision, Monitoring & Support

[Meet the Team](#) - *The Maine DOE Supervision, Monitoring, & Support team is here to answer questions and assist schools & educators with special education information.*

[Professional Learning](#)

[Monitoring Process](#)

[Resources](#)

[Federal Requirements](#)



<https://www.maine.gov/doe/learning/special/supervision>

Information Sheets

Self-Assessment Form

Quick Reference Documents



Information Sheets

- [Abbreviated Day](#)
- [Disciplinary Removals](#)
- [Communities Without Schools](#)
- [Initial Evaluation Timeline](#)
- [Least Restrictive Environment](#)
- [Parentally-Placed Students](#)
- [Task Timeline](#)
- [Written Notice](#)
- [Sample IEP Meeting Checklist](#)
- [Sample Teacher IEP Input Form](#)



SAU & CDS Resources

- [Letter of Notification - SAU](#)
- [Letter of Notification - CWS](#)
- [Letter of Notification - CDS](#)
- [Cohort Instruction Email](#)
- [2025-2026 Sample Self-Assessment Form](#)
- [Services Provided Form](#)
- [Extended School Year v. Year-Long Programming Documentation Requirements](#)



Quick Reference Checklists

- [IEP Quick Reference Checklist](#)
- [Adverse Effect Form](#)
- [Speech Language Eligibility Form](#)
- [Specific Learning Disability Eligibility Form](#)
- [Summary of Performance](#)
- [Written Notice Quick Reference Checklist](#)



Regional Programs Resources

- [Letter of Notification](#)
- [Approval Grid](#)
- [Service Log](#)
- [Annual Update Form](#)



<https://www.maine.gov/doe/learning/special/supervision/resources>

Professional Learning Recordings

View more recordings

Click header to sort by category

Resources for Professional Learning

Use the search bar to find resources within a specific category or topic area to filter content.

Show 10 entries

Search:

Title	Date	Category	Link	Link
Abbreviated Day	3/26/2025	IEP & Forms	YouTube	Slides
Accommodations and Services	2/26/2025	IEP & Forms	YouTube	Slides
Advanced Written Notice & Written Notice	10/23/2024	IEP & Forms	YouTube	Slides
Alternate Assessment Process	1/25/2023	IEP & Forms	YouTube	Slides
Compliant Transition Plans	12/20/2023	IEP & Forms	YouTube	Slides
Compliant vs Good IEPs - Part 1	1/22/2025	IEP & Forms	YouTube	Slides
Compliant vs Good IEPs - Part 2	2/12/2025	IEP & Forms	YouTube	Slides
Data Collection and Analysis	5/22/2024	IEP & Forms	YouTube	Slides
Discipline & Manifestation Determination	5/28/2025	IEP & Forms	YouTube	Slides
Dispute Resolution	4/9/2025	IEP & Forms	YouTube	Slides

Showing 1 to 10 of 45 entries

Previous 1 2 3 4 5 Next

<https://www.maine.gov/doe/specialservices/professionallearning>





2025-26 Professional Development Schedule

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 9/10/25 3:00-4:00	Resources	Resources 9/10/25 Slides
Wednesday 9/24/25 3:00-4:00	Compliant versus Good IEPs Developing a Strong IEP Part 1	Recording coming soon
Wednesday 10/8/25 3:00-4:00	Compliant versus Good IEPs Developing a Strong IEP Part 2	Recording coming soon
Wednesday 10/15/25 9:00-11:00	IEP Training	Recording coming soon
Wednesday 10/22/25 3:00-4:00	Stress, Behavior and the Brain Presented by: Bear Shea	
Thursday 10/30/25 9:00-10:30	Post-Secondary Transition Planning	Post-Secondary Transition Planning
Wednesday 11/12/25 3:00-4:00	Inclusion Presented by: Tracy Whitlock	Inclusion Registration Link
Wednesday 12/10/25 3:00-4:00	Part C to Part B Transition	Part C to Part B Transition Registration Link

2025-26 Professional Development Schedule (cont.)

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 1/14/26 3:00-4:00	Alternate Assessments Guest Speaker: Mechelle Ganglefinger	<u>Alternate Assessment Registration Link</u>
Wednesday 1/28/26 3:00-4:00	ILAP and LAU Plan 101 Presented By: The Office of Teaching and Learning	<u>ILAP and LAU Plan 101 Registration Link</u>
Wednesday 2/11/26 3:00-4:00	McKenney Vento 101 Presented By: Signe Lynch	<u>McKenney Vento 101 Registration Link</u>
Wednesday 2/25/26 3:00-4:00	Data Collection	<u>Data Collection Registration Link</u>
Wednesday 3/11/26 3:00-4:00	Transition from CDS to Public School Guest Speaker: Lori Whittemore	<u>Transition from CDS to Public School</u>
Wednesday 3/25/26 3:00-4:00	Abbreviated Day	<u>Abbreviated Day Registration Link</u>
Wednesday 4/8/26 3:00-4:00	Special Education Law for General Education Teachers Guest Speaker: Leigh Lardieri	<u>Special Education Law for General Education Teachers Registration Link</u>
Wednesday 5/13/26 3:00-4:00	IEP Case Study	<u>Case Study Registration Link</u>
Wednesday 5/27/26 3:00-4:00	Discipline & Manifestation Determination	<u>Discipline and Manifestation Determination Registration Link</u>

IEP & Related Forms

Educator and Administrator Resources

Family & Caregiver Resources



Educator and Administrator Resources

[1% Maine's Alternative Assessment](#)

[Serving Multilingual Learners with Disabilities](#)

Maine Care Documentation

- [IEP Documentation Training One Video - June 2, 2021](#), Passcode: %r^KpD51
- [Presentation Slides](#)
- [IEP Guidance on IEP Documentation – May 2021 \(PDF\)](#)
- The [MaineCare In Education Presentation \(PowerPoint\)](#) explains how to access MaineCare services in schools

Individualized Education Program (IEP) & Related Forms

- These are the forms that the Maine Department of Education Special Services team requires, forms that are for local use as required, and forms for local use that are optional.
- [IEP Form](#)
 - [7-Day Waiver](#)



Family & Caregiver Resources

Special Education Glossaries

[Arabic](#) | [French](#) | [Khmer](#) | [Mandarin](#) | [Portuguese](#) | [Somali](#) | [Spanish](#) | [Vietnamese](#)

[1% & Maine's Alternative Assessment](#)

[Maine Parent Federation](#)

[Early Learning Foundational Skills](#)

Special Education Surrogate Parent Program

The Special Education Surrogate Parent Program was established to provide educational surrogate parents to children with disabilities whenever the natural parents or guardian of a child with a disability cannot be identified or located, or when the child is in the custody of the state. Educational surrogate parents have all the rights of natural parents for special education matters, e.g. permission for evaluation and placement, to release information and to request an educational hearing. The primary goal of the educational surrogate



<https://www.maine.gov/doe/specialservices/resources>

Professional Learning Feedback and Contact Hour Form.

Use the link to complete the form
on your computer

OR

Use the QR code to complete the
form on your mobile device



Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

* Required

1

Did the training content meet your expectations? *

☐ Yes

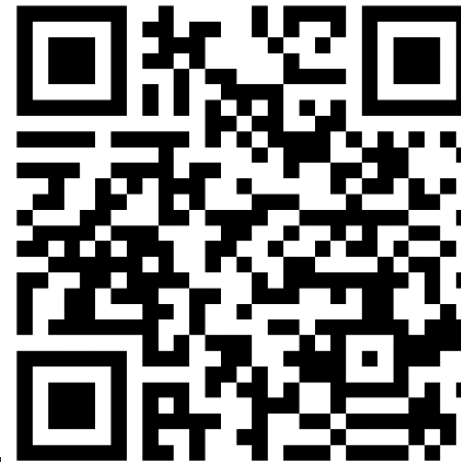
☐ No

Next

<https://forms.office.com/g/by472QQLDJ>



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A screenshot of the feedback form on a mobile device. It shows the Maine Department of Education logo, the title "Feedback and Contact Hours", and the instruction "Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!". Below this is a "Required" section with a question "1 Did the training content meet your expectations? *" and two radio button options: "Yes" and "No".



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