



ENHANCING

STUDENT SUPPORTS



OUR PRESENTERS



SCHOOL COUNSELORS

Heather Lomelin

Kayla O Prandy



SCHOOL SOCIAL WORKER

Maria Mahoney



PARENTING COACH

JoAnn Perry

OUR AGENDA

- Tier 1 supports
- Focusing on our Sense of Belonging
- Attendance habits build to resiliency
- Supports at home



The background is a top-down view of a wooden surface, likely a table or floor, with a natural wood grain. Scattered across the surface are various autumn-themed items: several pinecones of different sizes and orientations, some dark brown walnuts, and several leaves in shades of orange, red, and yellow. The text 'TIER 1 SUPPORTS' is centered in the lower-left quadrant of the image. The word 'TIER' is in white, '1' is in a larger white font, and 'SUPPORTS' is in a bold, dark brown font.

TIER 1 SUPPORTS

WHAT IS TIER 1 SUPPORT?

Tier 1 support is the foundation of high-quality, universal instruction and positive behavioral strategies provided to all students in a classroom or school.

Everyone here at Chesterbrook works to provide a level of tier 1 support for students in many different facets!

TIER 1 SUPPORTS HERE AT CHESTERBROOK



GUIDANCE LESSONS

K-2: biweekly
3-6: monthly



LUNCH BUNCHES

Student or teacher
requested



POSITIVITY PROJECT

Building positive
relationships - school
based curriculum



MORNING MEETING

Responsive Classroom
School



Guidance Lessons: SEI Focused - Positivity Project (P2)

ZONES 

**COPING
SKILLS** 

**FRIENDSHIP
SKILLS** 

 **GRATITUDE**

EMPATHY 

Other people
matter,
curiosity,
teamwork

Open
mindedness,
present,
integrity,
creativity

Actions &
words affect
others,
bravery,
gratitude

Kindness,
supporting
others,
self-control

Optimism,
prudence,
perseverance,
social
intelligence

 **GROWTH
MINDSET**

Forgiveness,
love, cheering
for others,
humility

**CONFLICT/
BULLYING** 

Love of
learning,
perspective,
identifying the
good in others

**CAREERS/
ACADEMIC** 

Humor,
fairness,
appreciation of
beauty,
purpose

**REFLECTION/E
OY** 

Enthusiasm,
leadership,
other people
mindset

The background features a rustic wooden plank surface. Scattered across it are various autumnal items: several pinecones of different sizes and orientations, some with vibrant orange and red leaves attached. There are also a few dark brown chestnuts and a single walnut. The overall aesthetic is warm and seasonal. In the top-left corner, there is a stylized orange leaf graphic with yellow veins.

**BUILDING SENSE
OF BELONGING**



“The greatness of community is most accurately measured by the compassionate actions of its members”



—**CORETTA SCOTT KING**



SENSE OF BELONGING



Cross Grade Level
Activities: Spirit, Eco, &
Philanthropy



Community Partnership
with Vinson Hall



Morning Meeting &
Closing Circle



Chester Champions



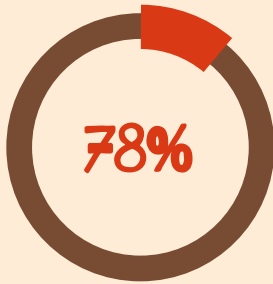
Chester Chips



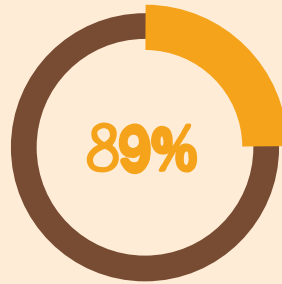
Chipmunk Corner Store



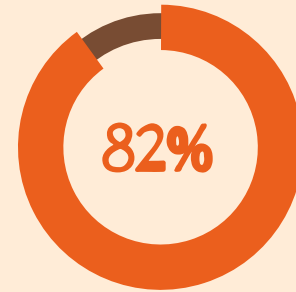
SENSE OF BELONGING SEL SCREENER



Sense of Belonging
How much students feel that they are valued members of the school community.
FCPS average 58%



Supportive Relationships
How supported students feel through their relationships with friends, family, and adults at school.
FCPS average is 88%



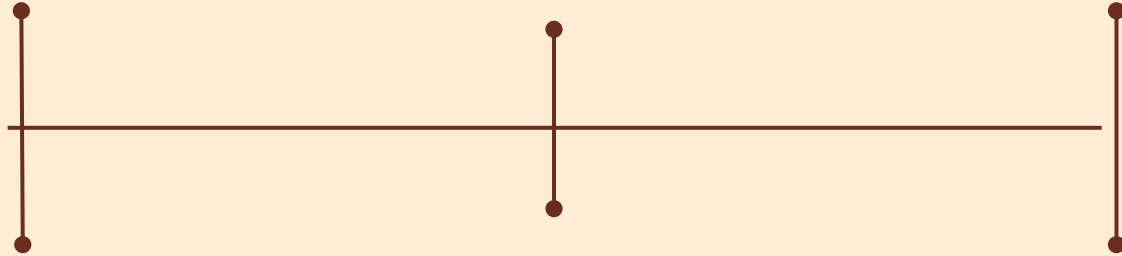
Self Management & Responsible Decision Making
How well students manage their emotions, thoughts, and behaviors in different situations.
FCPS average is 76%

BUILDING SENSE OF BELONGING

Ask Me About My 3
coming for Quarter 2



Refining Practice
through MTSS



CES Events



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**ATTENDANCE HABITS
TO BUILD RESILIENCY**

- Student attendance is one aspect considered for school accreditation.
- We are bound by the guidelines set by VDOE and FCPS regarding attendance.
- **Any student missing ten (10) percent of the school year for any reason is considered chronically absent** and may require additional support or intervention.

Chesterbrook Attendance: By the numbers (as of 10.23.2025)

Absences: 728 total (excused and unexcused)

Unexcused Tardies: 431 (various lengths of time)

Reasons:

- Illnesses/Medical
- Day long medical appointments
- Family trips (260)



ATTENDANCE MATTERS...

Missing a day of school here and there may not seem like much, but absences add up!

WHEN A STUDENT MISSES 2 DAYS A MONTH:

- They will miss **18 DAYS** a year.
- They will miss approximately **30 HOURS** of math over the school year.
- They will miss approximately **60 HOURS** of reading and writing over the school year.
- They will miss over **1 YEAR** of school by graduation.

WHEN A STUDENT MISSES 4 DAYS A MONTH:

- They will miss **36 DAYS** a year.
- They will miss approximately **60 HOURS** of math over the school year.
- They will miss approximately **120 HOURS** of reading and writing over the school year.
- They will miss over **2 YEARS** of school by graduation.

Starting the day rushed can affect the rest of the day.

Missing Morning Meeting can affect the relationship building and sense of belonging with peers and teachers.

405 minutes of school per day

**5 minutes per day x
180 days =
900 minutes per year**

**900 minutes per year =
2.22 days of school per
year**

The background is a top-down view of a wooden surface, likely a table or floor, covered with various autumn-themed items. There are several pinecones of different sizes and colors, some brown and some with a reddish-orange hue. There are also several walnuts, some whole and some cracked open. The leaves are scattered throughout, with some showing vibrant orange and red colors. The overall composition is warm and inviting, typical of a fall-themed decorative background.

SUPPORTS AT
HOME

What Is School Success? (And What It's Not)


Emotion &
Energy
Regulation

Belonging

Feeling Safe, Seen &
Supported

Problem-Solving
& Self-Advocacy




 **Key takeaway:** *For all kids, but especially neurodivergent learners, school success is rooted in connection, regulation, and the right supports.*

What Role Do Families Play in School Success?

- Offer “just-right” challenges to build competence while fostering resilience
- Encourage opportunities to contribute meaningfully to the family unit



 **Big idea:** Contribution builds confidence, starts at home and may look different for neurodivergent learners

Supporting Skill-Building in Daily Life

My Body

My Things & My Space

A Shared Space

Animals & Other People

Why it matters:

Feeling ownership over one's body builds self-trust & early self-advocacy ("I'm cold, I'm hungry, I'm tired", and therefore...)

Examples:

- Brushing teeth
- Washing hands
- Choosing outfits

Why it matters:

Responsibility of personal belongings and one's own space teaches foundational organizational skills, planning, memory follow-through.

Examples:

- Packing backpack
- Tidying bedroom

Why it matters:

Fosters a sense of community and belonging. Reduces entitlement, increases social awareness and reciprocity.

Examples:

- Helping with family rituals
- Folding shared laundry

Why it matters:

Develops empathy and compassion, understanding of interdependence.

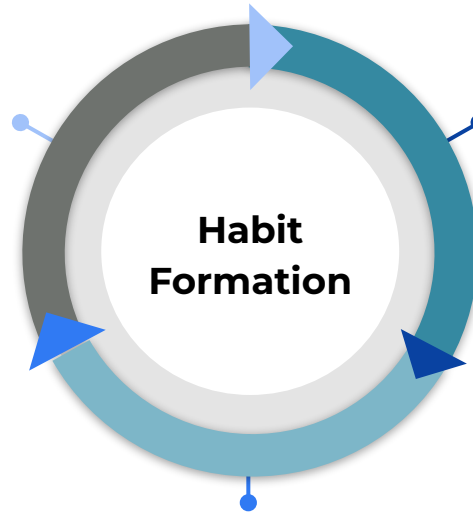
Examples:

- Feeding or walking a pet
- Writing a thank you note/get well card

Why Routines, Rituals & Systems Matter



Task
Completion
& Repetition



Greater
Competence

Becomes
Habitual/Automatic

 **Key insight:** Predictability lowers anxiety, resulting in kids feeling more in control—and more connected.

Ready, Set, Go!



Routines & Rituals

- Morning, afternoon & bedtime routines
- Use checklists and visual schedules to reduce power struggles
- **Create these *with* your child for buy-in; reward for follow-through**



Habits

- Support & scaffold without rescuing (ie: not doing your kid's HW for them)
- Try making it: **obvious, attractive, & satisfying**



Systems

- Identify specific time & place for HW
- **Reduce friction by designating space for shoes, school work, laptops**

Homework Tips

- Predictable time & place
- Scaffold planning skills and “chunk” down complex assignments
- Celebrate & reward completion



Communication & Expectations

- Convey only necessary information daily to your child, and *preview* the family's week ahead
- Use direct communication, visuals & lists when possible
- Scripts:
 - “When, Then”
 - “Yes, And” (instead of but)



Avoid Overscheduling

- Unstructured “free time” allows kids to process and integrate information from the day & re-energize
- Build in buffer time for transitions
- Use incentives if tasks are completed ahead of schedule



How Do We Know If Our Child Is Off Track?

Watch For:

- Low mood or withdrawal
- Irritability or lower frustration tolerance
- Avoidance of school-related tasks
- Somatic complaints (headaches, stomach aches)

What Parents Can Do:

- Ask open-ended questions
- Stay curious, not corrective



 *Connectedness leads to greater cooperation.*

Resources to Support You & Your Child

People & Places to Turn To:

- Your child's teacher
- School guidance & admin teams
- FCPS Parent Resource Center
- Community groups, coaches, mentors
- A parent coach (me!)



Curious about how to apply these ideas, especially with a neurodivergent child?

Let's talk!

*I offer a free 30-minute exploratory call to help
you find the best first steps for your family.*



✉ JoAnn Perry, Parenting Coach & Founder, NeuroNest Advising LLC

✉ joann@neuronestadvising.com

🌐 www.neuronestadvising.com

📱 IG: @neuronestadvising

NeuroNest Advising
From Surviving to Thriving



THANK YOU

QUESTIONS?

WE'D LOVE TO CONNECT WITH YOU!

Heather Lomelin: HELomelin@fcps.edu

Kayla O Prandy: KOPrandy@fcps.edu

Maria Mahoney: MTMahoney@fcps.edu

JoAnn Perry: joann@neuronestadvising.com



Appendix

Skill Based CHORE CHART



1-Step Directions or Tasks

- Put pajamas under pillow
- Pick up toys
- Put the books on the bookshelf
- Help wipe up spills
- Dust the furniture with rag
- Put clothes in hamper
- Collect dirty clothes
- Bring plate and cup to the sink

Language Based Tasks

- Set the table
- Clear the table
- Water indoor plants
- Wash fruits
- Match socks
- Help put away groceries
- Help with pet
- Fold dish towels

Multi-Step Directions or Tasks

- Fold laundry
- Sort laundry
- Collect trash
- Sweep floors
- Bring in mail
- Wipe bathroom sinks
- Load / unload dishwasher
- Vacuum floors

Chores that Require Working Memory and Planning

- Help with yard work
- Make simple meals
- Mop floors
- Clean windows
- Wash mirrors
- Clean out the car with supervision
- Clean bathrooms
- Wash dishes

Advanced Executive Functioning Skills Required

- Tidy room
- Weed and water plants
- Clean out fridge
- Cook simple meals
- Replace light bulbs
- Clean the garage
- Wash / dry clothes
- Make grocery lists

Select chores from the list that are appropriate for your child.
Consider your child's abilities and maturity level.

Mini Exercise - Habit Formation for Leo

Scenario: Leo, age 8, refuses to brush his teeth despite numerous reminders (and threats).

Prompt: “How can we use the 4 Laws of Habit Formation to help Leo build this habit?”

The 4 Laws of Habit Formation:

1. Make it Obvious
2. Make it Easy
3. Make it Attractive
4. Make it Satisfying



💬 *Wrap-up Quote: “When we shift from forcing to engineering, resistance softens.”*