

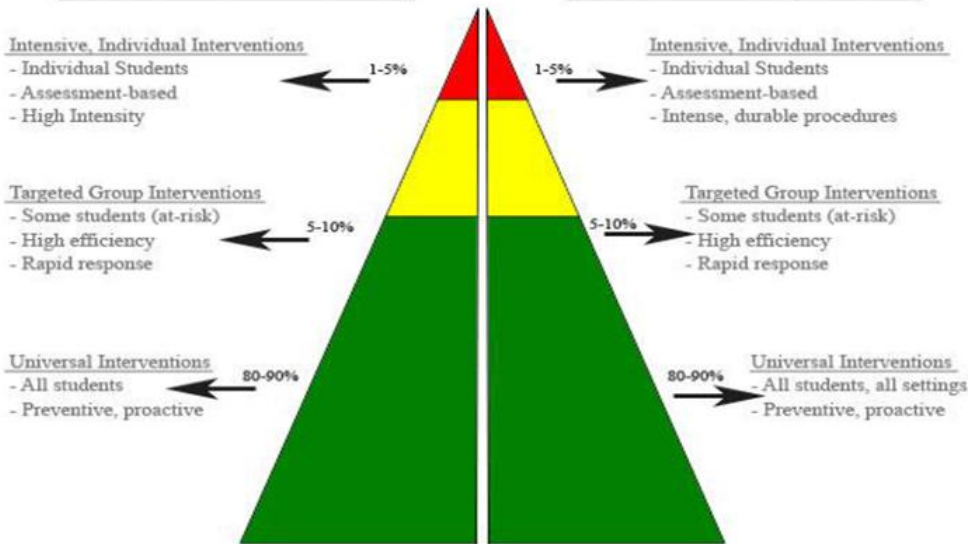
Successful Strategies for Tiered Intervention

Ellington Center School's Summer Institute



Academic Systems

Behavioral Systems



THURSDAY AUGUST 24 TH
 2017
 9:00 AM- 2:30 PM

The Summer Institute is a Professional Learning opportunity for new and experienced teachers grades K-6th grade to gain knowledge, insight, and collaborate on effective Tier I, II, and III academic and behavioral strategies which benefit the students in your classroom. Workshops will be held throughout the day hosted by Center Elementary teachers who have seen increased student success implementing these strategies. These workshops will discuss approaches based on the three tiered SRBI triangle illustrated on the left which focuses on both the academic and behavioral systems in a school setting.

Click the link to register:

<https://docs.google.com/a/ellingtonps.net/forms/d/e/1FAIpQLSe kTgMyYrxWKQb2zVFrnYP2p EHLQ4osAenOLR9Ighd- AlvoCw/viewform>

Program

- 8:30-9:00 Registration and Opening remarks
- 9:00- 9:45 Workshop Session 1
- 9:50- 10:35 Workshop Session 2
- 10:40- 11:25 Workshop Session 3
- 11:30- 12:15 Lunch (on your own)
- 12:15- 1:00 Workshop Session 4
- 1:00- 1:45 Small Group Sessions; Putting it Into Practice
- 1:45- 2:30 Whole Group Session: Problem Solving; Facing Obstacles with Optimism

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Workshop Sessions:

1) The ABC's of Classroom Behavior Intervention Strategies and Data Collection Procedures

Target Audience: K-6 Classroom, Special Education Staff and Intervention Teachers
Description: The objective of this presentation is to define behavior and why it occurs, determine possible causes of problem behavior through the use of an ABC data sheet, understand the importance and benefits of self-monitoring, and discuss common classroom behaviors and strategies that can be used to decrease the behavior.

2) Communication is Key: Fostering a Direct Line of Communication from School to Home in Order to Ensure Academic Success

Target Audience: Administrators, K-6 Classroom Teachers, Special Education Staff and Intervention Teachers

Description: Communication can be the key in the identification and success of those students needing support. What is happening at home can be useful information in determining what strategies are useful in the classroom. Parents and teachers will share their personal experiences, and successful strategies used in supporting children needing Tier I, II, and III instruction. This workshop will also provide strategies for opening lines of communication between home and school. Time will be provided for participants to share ideas as well.

3) Incorporating Phonics/Phonemic Awareness into Small Group/Whole Class Instruction

Target Audience: K-2 teachers

Description: In this session, K-2 teachers will have the opportunity to become familiar with the within the text word work section in the Continuum of Literacy Learning. Time to create a document to add to reading toolkits will be provided. In addition, time will be spent on determining word work skills for shared reading and finding materials to support shared reading.

4) Math Interventions: Collaboration to Support Learners In and Out of the Classroom

Target Audience: Administrators, K-6 Classroom, Special Education Staff and Intervention Teachers

Description: This session will give participants an opportunity to explore the key elements of Ellington's SRBI process regarding elementary math. Participants will gain knowledge of how targeted skills are determined and progress is monitored. In addition, time will be given to explore some of the intervention resources that are used in both our classroom and pull out settings.

5) Maximizing the Impact of Two Adults in a Classroom

Target Audience: Administrators, K-6 Classroom, Special Education Staff and Intervention Teachers

Description: Using Marilyn Friend's Six Approaches to Co-Teaching, we will explore how each model supports student learning by maximizing the teaching time of two professional educators, or a teacher and paraprofessional, in a classroom setting. Topics will include planning, shared problem solving, and collaboration to improve instruction for all students in the Tier I setting. Make the most of your push-in time, your in-class resource support, or the work your paraprofessional does with students in your room.

6) Nonfiction and Fiction Notice and Note Comprehension Strategies

Targeted Audience: Teachers Grade 3+

Description: This session will be a crash course in both Fiction and Nonfiction Notice and Note comprehension strategies (originally published by Kylee Beers and Robert Probst). Many colleagues across the district have already begun strategically and successfully embedding these strategies into their Units of Study, and existing teaching tools and strategies will be shared. Time will be allotted to discuss how these supplemental strategies can best be used to support the Units.

7) Peeling Back the Layers: Functional Thinking for Behavior

Target Audience: Administrators, K-6 Classroom, Special Education Staff and Intervention Teachers

Description: Participants will explore ways to respond to behavior in an evidence-based, positive, and proactive manner. Classroom intervention and support strategies to support students in the tier 1 framework. The main focus will include understanding that behavior occurs for a purpose, how to figure out the purpose, and ways to address the reason or purpose of why a student misbehaves.

8) Progress Monitoring and Achievement Targets.

Target Audience: K-6 Classroom, Special Education Staff and Intervention Teachers

Description: This session is for teachers interested in sharing strategies for student goal setting, with an emphasis on student achievement targets for language arts. Progress monitoring assessments for an early intervention lesson (ie. phonological awareness, phonics, sight words, reading levels, etc.) will be discussed with an emphasis on data collection, reporting, and sharing data with students to use with goal setting.

9) Scheduling the Instructional Day to Assure Your High Quality Tier I Instruction is Available to All Students

Target Audience: Administrators, K-6 Classroom, Special Education Staff and Intervention Teachers

Description: Participants will examine a model for scheduling that provides whole class participation in the Tier I classroom instruction, insuring that all interventions are supplemental to the core curriculum. Intervention blocks aligned by grade level assure that Tier II and III instruction can be matched to students across different classrooms for pull-out interventions. Common blocks for Tier I also provide opportunity for literacy and math intervention teachers to push-in to classrooms for co-teaching, coaching, or small group work with students.

10) Small Group Literacy in the Tier I Environment: Meeting the Needs of All Students

Target Audience: K-6 Classroom, Special Education Staff and Intervention Teachers

Description: This workshop will focus on implementing basic small group instruction within a reading workshop. We will explore example lesson templates as well as discuss how best to group students and choose appropriate texts based on assessment data.

11) Social Learning through Play Behaviors in the Tier I Environment

Target Audience: K-6 Classroom, Special Education Staff and Intervention Teachers

Description: This session is an opportunity for teachers to get together to discuss choice time minilessons, materials, scheduling, and next steps. Learn the basics of structuring play centers, and ways to introduce imaginative play to your classroom. Teachers will also share tools they have developed to monitor social and cognitive development of students during purposeful play time.

12) Support Room Intervention (SRI): Making it work at your school

Target Audience: Administrators, K-6 Classroom, Special Education Staff and Intervention Teachers

Description: Participants will explore how to implement a behavior support system through regular education channels by reviewing the current Center School program that is built with one dedicated paraprofessional and with the primary support of the school psychologist and secondary support of the special education teacher.

