

SRBI Certification Update

December 15, 2009

12:30 p.m. to 3:30 p.m.

SERC Classroom

- 12:30-12:45 Welcome/Introductions *Michelle LeBrun-Griffin, Consultant, SERC*
Opening Activity/Reflection
- 12:45-1:15 CSDE Updates *Mary Ann Butler, Consultant*
Bureau of Accountability and School Improvement, CSDE

Leadership

- CSDE SRBI Core Team (FAQs, Training Audit)
- CSDE SRBI Internal Steering Committee (LD Guidelines, Comprehensive System..., Early Childhood, Math Conference)
- CSDE SRBI Policy Committee (Certification, DRA2)
- SRBI State/Interagency Leadership Team (Coordination, Communication, Coherence)

Priorities

- Training Design for CALI SRBI Basic
- Briefs/White Papers (Universal Screening, Progress Monitoring)
- Statewide Support Plan (PD, DDDM, Accountability)
- Secondary School Reform
- Model Sites/Verification of Promising Practices

- 1:15 – 1:45 Statewide Training Updates *Michelle LeBrun-Griffin, Consultant, SERC*
Kelly Doubleday Bush, Consultant, EASTCONN

- Systems of SRBI (Day 1 Instruction, Day 2 Assessment)
- Overview (Commissioner's Video, ConnCAN data)
- Core (Universal Design, ECI, SEL Standards)
- Multi-Tiered (Defining Intervention, Use of Paras, Secondary Examples)
- Common Assessment and Universal Screening
- Progress Monitoring (Hosp and Hintze)
- Web Resources (Version 2.0, 30 minute video clips, CRA panel)
- SRBI Training Series 2009-10

- 1:45 – 2:00 Accommodations, Modifications, or Interventions/Card Sort Activity

- 2:00 – 2:45 Fidelity Check/Gallery Walk (What are we hearing, seeing, saying)
- Literacy (Tiers of Intervention, ELL)

- Behavior, Social-Emotional, Physical, and Mental Health (in relation to School Climate)
- Assessment/Progress Monitoring (When, What, How)
- Secondary Implementation (What does it look like?)
- Decision Making/Intersection of Various Teams (Data Teams, Literacy Teams, Teacher Support/Intervention Teams, PBS Teams)

2:45-3:15 Regional or District Updates/Sharing of Resources

3:15-3:30 Evaluation/Next Steps

Next Meeting (Tentative): March 30, 2009, 12:30 p.m. to 3:30 p.m., Location TBD

SRBI Fact or Fiction

What we are hearing?	Fact = Current Reality in Your School or District	Fiction = Misinformation	Not Sure (Please explain.)
1. SRBI equates to realigning what you're already doing.			
2. Parent permission is required in the SRBI process.			
3. It is not one particular person's or team's responsibility to initiate the decision-making process.			
4. With a fully functioning SRBI site, a school doesn't truly need an early intervention process.			
5. SRBI is implemented unilaterally within a district.			
6. I have to start documenting progress as soon as I start making changes to student instruction.			
7. RTI and SRBI are the same thing.			
8. Culturally Relevant Pedagogy is really just good teaching.			
9. Universal Screening and Common Assessment are one in the same.			
10. Special Education services are synonymous with Tier 4 in CT.			

WHAT IS THE DIFFERENCE AMONG ACCOMMODATIONS, MODIFICATIONS AND INTERVENTIONS?

Accommodation: a change to instruction, materials, assessment, organization of content, and/or tasks that supports *how* a student learns. This allows for access to the general education curriculum without changing the content standard or performance expectations and creates an *equal opportunity* to demonstrate knowledge and skills.

Many accommodations are part of effective instruction. All accommodations should be embedded as much as possible within the context of the general education curriculum and the classroom routine. However, there are some students who *must* have the accommodation as part of their daily learning. For example, ramps can help every student get into the building, but a student in a wheelchair *must* have a ramp to enter. All students can benefit from advanced organizers, but certain students *must* have them in order to comprehend the text. Great classroom instruction does not make the accommodation apparent. To any observer it looks like an effective teaching practice embedded within the instruction of the content.

Examples:

- Student listens to an audiotape of the science textbook
- A designated notetaker is provided for the student, except where handwriting is part of the standard or learning objective

Modification: a change to the general education curriculum in terms of the content standard or performance expectations that directly affect *what* the student learns and the degree to which the student is expected to demonstrate mastery. There are two kinds of modifications:

- Change in the amount of concepts or performance expectations within the grade level standard
- Change in level of content standard

We should first consider changing the amount that needs to be learned before changing the level of what is expected to be learned. Modifications are typically reserved for students with Individualized Education Plans (IEPs), but also may be considered for English Language Learners and Gifted and Talented students, as needed. Any modification decreases the chances of success on CMTs and CAPT due to reduced exposure to the general education curriculum.

Examples:

- Decrease in number of *required* math facts, vocabulary or spelling words
- Student learns the names and location on a map of 10 states (or counties in a continent), while the other students learn them all

Intervention: strategic, purposeful adult actions that prevent learning difficulties and accelerate, and/or enrich student learning. These adult actions are designed to explicitly provide/teach students a skill or learning strategy in order to *reduce significantly* the difference between what they currently can do and what they are expected to do. (Adapted from Brown-Chidsey & Steege, 2005)

An intervention can be planned by using a standard treatment protocol or by using problem-solving logic. Student progress is monitored to provide evidence of effectiveness. Depending on the school level and the tier, an intervention can be administered by a classroom teacher, a specialist, or an external interventionist.

Examples:

- Explicit instruction in concepts and skills (e.g., sound letter correspondence, decoding, magnitude, subtraction with re-grouping)
- Explicit instruction in note taking or writing strategy

School Counseling Curriculum

Personal/Social Content Standard 7: Respect Self and Others

Essential Question: What is needed to understand self and respect self and others?

Curricular Outcome: Learners will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others. Concepts include, but are not limited to, developing positive relationships, respect for others and effective communication.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
P/S7.K-2.1 Identify and express feelings.	P/S7.3-4.1 Demonstrate skills for getting along with others.	P/S7.5-6.1 Learn what actions and words communicate about them.	P/S7.7-8.1 Summarize the factors influencing positive friendships.	P/S7.9-10.1 Recognize the impact of change and transition on their personal development.	P/S7.11-12.1 Recognize that everyone has rights and responsibilities.
P/S7.K-2.2 Share feelings and listen to others.	P/S7.3-4.2 Distinguish between appropriate and inappropriate behaviors.	P/S7.5-6.2 Summarize positive ways to respond to negative comments.	P/S7.7-8.2 Demonstrate an awareness of the negative aspects of cliques.	P/S7.9-10.2 Analyze the impact of individual similarities and differences on interpersonal relationships.	P/S7.11-12.2 Demonstrate a positive attitude toward self as a unique and worthy person.
P/S7.K-2.3 Identify and illustrate positive characteristics of themselves.	P/S7.3-4.3 Demonstrate cooperative behavior in a group.	P/S7.5-6.3 Express feelings in a socially acceptable manner.	P/S7.7-8.3 Demonstrate skills for effectively interacting with others.	P/S7.9-10.3 Understand the impact of cooperative effort.	P/S7.11-12.3 Demonstrate respect for alternative points of view.
P/S7.K-2.4 Identify skills used for positive interpersonal relations.	P/S7.3-4.4 Understand the need for self control and how to practice it.	P/S7.5-6.4 Demonstrate effective listening skills.	P/S7.7-8.4 Personal attitudes and beliefs that influence behavior.	P/S7.9-10.4 Demonstrate respect for cultural traditions and heritage.	P/S7.11-12.4 Recognize, accept and appreciate individual differences.
P/S7.K-2.5 Acknowledge needs of others and behave accordingly.	P/S7.3-4.5 Demonstrate an understanding of the impact that actions and words have on others.	P/S7.5-6.5 Illustrate three forms of nonverbal communication.	P/S7.7-8.5 Investigate ways to volunteer and/or help others in school or the community.	P/S7.9-10.5 Demonstrate the use of the three basic components of communication.	P/S7.11-12.5 Recognize, accept and appreciate ethnic and cultural diversity.
P/S7.K-2.6 Discuss manners and the role they play in building friendships.	P/S7.3-4.6 Discuss ways to solve problems with friends.	P/S7.5-6.6 Demonstrate how people's actions and behavior affect others.	P/S7.7-8.6 Demonstrate cooperative behavior in groups.	P/S7.9-10.6 Identify changing personal and social roles.	P/S7.11-12.6 Demonstrate that effective communication involves speaking, listening and nonverbal behavior.
P/S7.K-2.7 Recognize likenesses and differences in self and others.	P/S7.3-4.7 Understand the difference between assertive and aggressive behavior.	P/S7.5-6.7 Learn the conflict resolution process.	P/S7.7-8.7 Demonstrate effective decision-making skills that lead to positive interpersonal relationships and socialization.	P/S7.9-10.7 Identify and recognize changing family roles.	P/S7.11-12.7 Demonstrate self-control in the classroom, school and community.
P/S7.K-2.8 Demonstrate ways to make and keep friends.	P/S7.3-4.8 Explore communication and the role it plays in getting along with others.	P/S7.5-6.9 Recognize personal boundaries and privacy rights.		P/S7.9-10.8 Identify personal strengths and assets.	

School Counseling Curriculum

Personal/Social Content Standard 8: Goal Setting and Attainment

Essential Question: What are the necessary steps for decision making and goal attainment?

Curricular Outcome: Learners will demonstrate the ability to make decisions, set goals and to take necessary action to achieve the goals. Concepts include, but are not limited to, goal setting, criteria for decision making, and understanding outside influences on setting priorities.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
P/S8.K-2.1 Identify choices made at school and home.	P/S8.3-4.1 Demonstrate responsibility for classroom duties.	P/S8.5-6.1 Demonstrate an understanding of the steps in the decision making process.	P/S8.7-8.1 Set a short- and long-term goal	P/S8.9-10.1 Practice personal responsibility for the consequences of choices made.	P/S.11-12.1 Analyze their four-year education/career plan and make necessary modifications.
P/S8.K-2.2 Define an individual goal.	P/S8.3-4.2 Demonstrate an understanding of the decision making process.	P/S8.5-6.2 Identify an academic/personal goal and steps in the decision-making process to achieve it.	P/S8.7-8.2 Develop an increased sense of self as a basis for decision making.	P/S8.9-10.2 Formulate challenging academic goals and plans to achieve them.	P/S8.11-12.2 List the steps necessary to implement and accomplish their postsecondary goals.
P/S8.K-2.3 Discuss a decision made independently at school or home.	P/S8.3-4.3 Learn the consequences of decisions and choices.	P/S8.5-6.3 Analyze when peer pressure is influencing a decision.	P/S8.7-8.3 Demonstrate the ability to seek relevant information for effective decision making.	P/S8.9-10.3 Demonstrate the importance of setting priorities to goal achievement.	P/S8.11-12.3 Prepare a timeline to complete the required steps toward transition from high school into postsecondary education, training or work.
P/S8.K-2.4 Analyze the outcomes and possible consequences of a set of given decisions.	P/S8.3-4.4 Understand the importance of goal setting and follow through.	P/S8.5-6.4 Develop effective coping skills for dealing with problems.	P/S8.7-8.4 Apply criteria to information to judge its usefulness in decision making.	P/S8.9-10.4 Demonstrate effective time management skills.	P/S8.11-12.4 Identify resources to support transition from high school to postsecondary plan.
P/S8.K-2.5 Understand that decisions have alternatives.	P/S8.3-4.5 Describe the importance of priorities in the goal setting process.	P/S8.5-6.5 Increase the capacity to generate alternatives for problem solving.	P/S8.7-8.5 Locate sources of information for decision making in school and community.	P/S8.9-10.5 Describe how their attitudes and behaviors can positively or negatively affect goal setting and accomplishment.	P/S8.11-12.5 Describe how personal, social, education and career goals are interrelated.
P/S8.K-2.6 Develop a plan to improve a poor work habit.	P/S8.3-4.6 Demonstrate responsibility for decisions.		P/S8.7-8.6 Demonstrate independence in decision making and problem solving.	P/S8.9-10.6 List several goals set during a given time and demonstrate the steps that led to the outcomes.	
P/S8.K-2.7 Demonstrate when, where and how to seek help for solving problems.	P/S8.3-4.7 Demonstrate how decisions affect themselves and others around them.	P/S8.5-6.6 Analyze ability to use the decision making process.	P/S8.7-8.7 Evaluate progress of personal and social growth during middle school.		
P/S8.K-2.8 Know when peer pressure is influencing a decision.	P/S8.3-4.8 Discuss how effective use of time influences success in school.	P/S8.5-6.7 Evaluate some personal decisions they have made.			

School Counseling Curriculum

Personal/Social Content Standard 9: Survival and Safety Skills

Essential Question: What are safety and survival skills for students?

Curricular Outcome: Learners will demonstrate the proper application of safety and survival skills to their personal and physical well-being. Concepts include, but are not limited to, the influence of peer pressure, communication and conflict resolution skills, and anger management.

By Grade 2, students will:	By Grade 4, students will:	By Grade 6, students will:	By Grade 8, students will:	By Grade 10, students will:	By Grade 12, students will:
P/S9.K-2.1 Acquire knowledge of personal information, such as home phone, address, 911, etc.	P/S9.3-4.1 Describe the influence of peer pressure on the choices they make.	P/S9.5-6.1 Demonstrate effective communication.	P/S9.7-8.1 Understand the need for self-control and practice it.	P/S9.9-10.1 Demonstrate responsible social skills including anger management.	P/S9.11-12.1 Analyze the influence of others on their decisions.
P/S9.K-2.2 Describe appropriate and inappropriate physical contact.	P/S9.3-4.2 Discuss the consequences of inappropriate choices.	P/S9.5-6.2 Apply components of assertiveness training.	P/S9.7-8.2 Use conflict resolution skills to resolve issues.	P/S9.10.2 Be aware of referral options at the high school for self and others in need.	P/S9.11-12.2 Analyze their skills for making decisions.
P/S9.K-2.3 Describe aspects of a safe environment.	P/S9.3-4.3 Identify and describe causes of stress and conflicts.	P/S9.5-6.3 Identify school and community resources for assistance with personal concerns.	P/S9.7-8.3 Identify referral options for self and others in need.	P/S9.9-10.3 Differentiate between situations requiring peer support and those requiring adult professional help.	P/S9.11-12.3 Describe ways to resist peer pressure to use drugs and alcohol.
P/S9.K-2.4 List situations that would require them to seek help.	P/S9.3-4.4 Demonstrate ways of handling stress and conflicts.	P/S9.5-6.4 Demonstrate effective ways to deal with peer pressure.	P/S9.7-8.4 Demonstrate responsible behavior in the school community.	P/S9.9-10.4 Recognize and deal effectively with peer pressure.	P/S9.11-12.4 Analyze their strengths and limitations in functioning in a group.
P/S9.K-2.5 Identify resource people in school and community and demonstrate how to ask for help.	P/S9.3-4.5 Demonstrate the ability to assert boundaries, rights and personal privacy.	P/S9.5-6.5 Demonstrate knowledge of the emotional and physical dangers of substance use and abuse.	P/S9.7-8.5 Identify what triggers anger.	P/S9.9-10.5 Know school procedures for responding to harassment.	P/S9.11-12.5 Demonstrate skills to effectively express opinions, attitudes and beliefs in a group situation.
P/S9.K-2.6 Understand qualities that are helpful in making good friends.	P/S9.3-4.6 Identify behaviors that help and hinder group cooperation.	P/S9.5-6.6 Describe harassment and how it is addressed in school settings.	P/S9.7-8.6 Demonstrate appropriate ways to respond to anger.	P/S9.9-10.6 Apply effective problem solving and decision making skills to make safe and healthy choices.	P/S9.11-12.6 Demonstrate an understanding of the components of communication skills, attending, listening, responding.
P/S9.K-2.7 Demonstrate healthy ways of dealing with conflicts.	P/S9.3-4.7 Demonstrate respect for alternative points of view.	P/S9.5-6.7 Demonstrate how to apply conflict resolution skills.	P/S9.7-8.7 Describe rationale for acceptable and unacceptable school rules.	P/S9.9-10.7 Learn about and apply locus of control to stressful situations.	P/S9.11-12.7 Apply communication skills to conflict situations.
P/S9.K-2.8 Learn techniques for managing stress.	P/S9.3-4.8 Interpret their feelings to others.	P/S9.5-6.8 Learn difference between assertiveness and aggressiveness.	P/S9.7-8.8 Develop a greater understanding of their personality and temperament.		