

The Collaborative Model: An Alternative to Restrictive Special Education Placements



Agenda



- Warm Up (10 min)
- Foundations of Inclusion (5 min)
 - Inclusion for Equity
 - Systems and Financial Incentives
- Overview of the Collaborative Model (30 min)
 - Whole School Preparation
 - Services and Staffing Structures
 - The Collaboration
- Panel Q&A (40 min)
- Closing (5 min)



Unconditional Education

TIER 3

- The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement.

DATA-BASED COORDINATION OF SERVICES

Seneca's team structures and facilitates a high functioning process to support integrated service planning and develops school-wide procedures to ensure the identification of students requiring additional intervention.

TIER 2

- Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom.

TIER 2: TARGETED

TIER 1

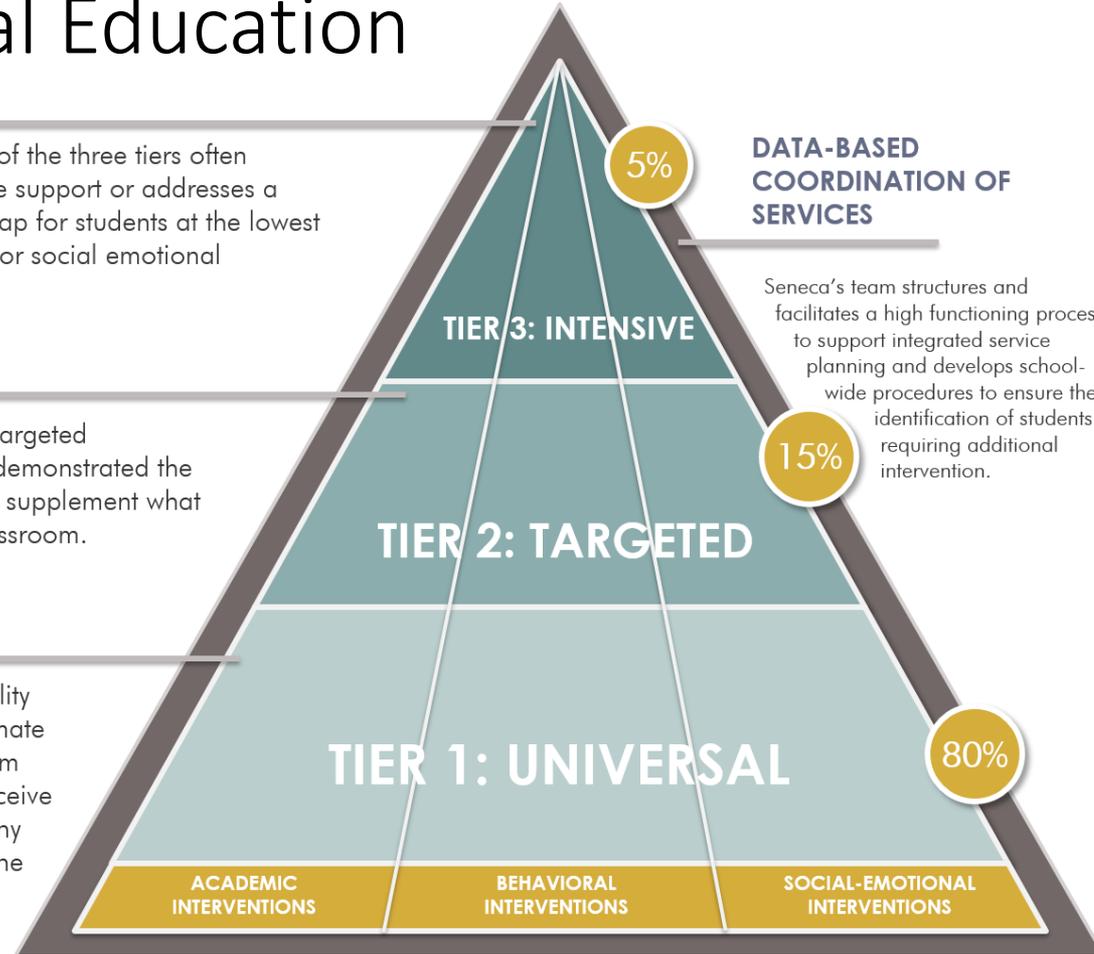
- As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day.

TIER 1: UNIVERSAL

ACADEMIC INTERVENTIONS

BEHAVIORAL INTERVENTIONS

SOCIAL-EMOTIONAL INTERVENTIONS



Warm-Up



Think of a student you know who required a placement in a counseling enriched SDC class or a non-public school.

Tell your partner about this student.

- *What behaviors did this student display?*
- *What were their academic needs?*
- *What do you know about their personal or family history?*
- *What were the barriers to serving this student in a mainstream environment?*

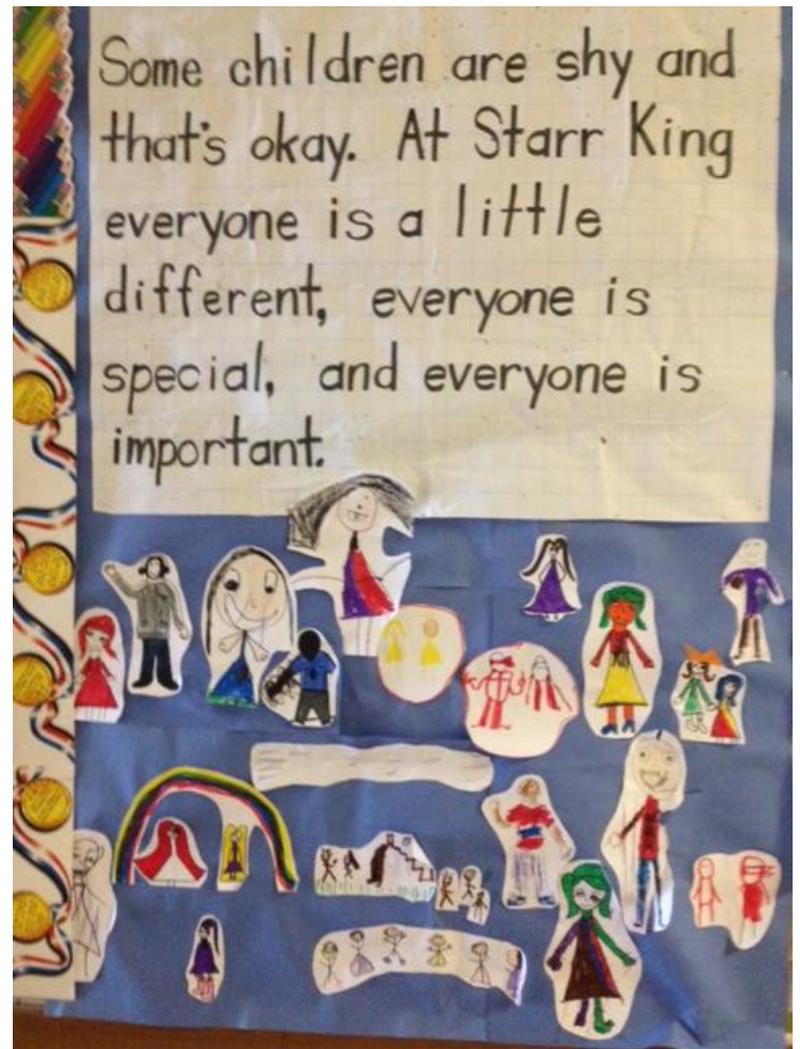
What did your students have in common?

- Demonstrated significant and challenging behaviors that posed a safety risk to themselves or others (aggressive/assaultive, reckless, sexualized, self-harm)
 - Behaviors were dangerous and team lacked the knowledge to keep students safe
 - Behaviors were disruptive and school lacked the resources to provide individualized intervention
 - Behaviors were scary and/or triggering and staff lacked an knowledge of how to address their own emotional responses related to challenging behaviors
- Substantial academic deficits
- Experiences of family disruption, chronic stress, and/or trauma
- History of exclusion from school,

WHY INCLUSION?



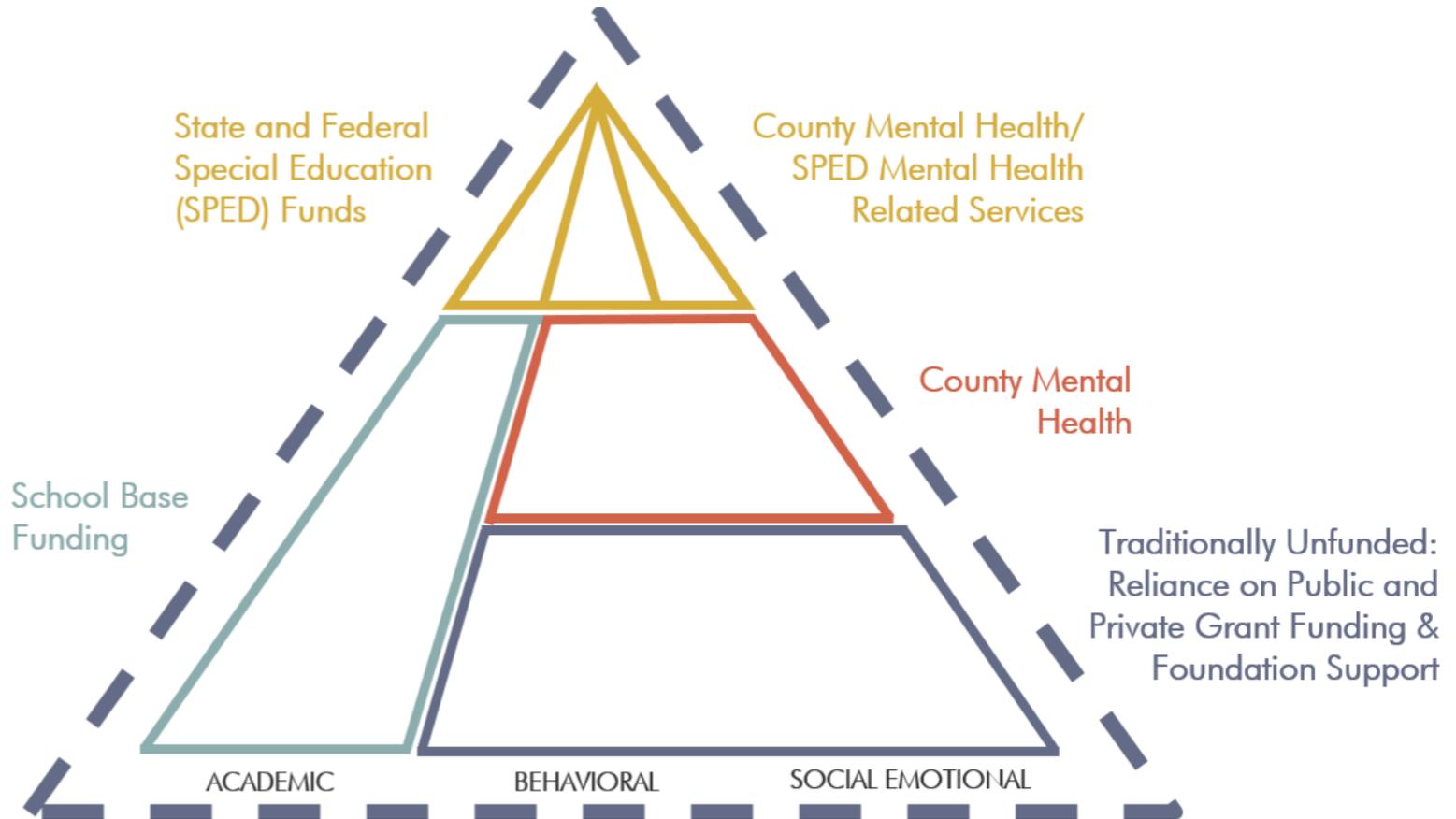
WHY INCLUSION?



Short and Long-term Program Goals

- Short term:
 - Meet student's IEP goals
 - Reduce behaviors that interfere with learning and social success
 - Increase the natural family network and their capacity to support the needs of their student
 - Develop adaptive skills needed to participate in a community setting
 - Provide a disconfirming stance and a message of inclusion vs rejection
- Long-term:
 - Develop whole-school environments that are responsive to the needs of students who have experienced chronic stress and trauma

An Integrated Approach to Funding



Overview of the Collaborative Model

The Collaborative Model is an inclusive learning environment that integrates students who otherwise would require a more restrictive education placements into the general education classroom with a comprehensive set of academic, behavioral, and social-emotional supports.

Separate Setting	Collaborative Model
Students are moved to a separate class or on a separate campus to access supports	Students stay at their neighborhood school and supports are deployed to their campus
Students spend all of their time with other students with significant needs	Students spend most of their time amongst their general education peers
Students generally receive a similar level of services and supports from intake until discharge	Services can be tapered as students show progress, allowing for a more seamless transition into
Experts work separately from general education staff	Expertise is integrated into the general education environment

Commitment and Vision

- Staff Buy-In
- School-wide Foundations Training Series
 - Understanding Trauma
 - Self-Care and Self Control
 - Behavioral Interventions
 - Teamwork, Communication and Collaboration

Laying the Groundwork



- Within a Multi-Tiered System of Services (MTSS) approach
- Strong school-wide attention to culture and climate
 - Trauma Informed Practices
 - SEL Curriculum
- Partnership with a mental health agency

Sample Services

Moderate Need	High Need
<ul style="list-style-type: none">•1 hour weekly Individual Therapy•1 hour weekly Group Therapy•1 hour weekly of Family Therapy•2-3 hours a week of Case Management by a Clinician•2 hours of daily Behavior Intervention Services in class	<ul style="list-style-type: none">•2 hour weekly Individual Therapy•5 hour weekly Group Therapy•2 hour weekly of Family Therapy•6 hours a week of Case Management and Consultation with other Providers by a Clinician•4 hours daily Behavior Intervention Services in class

Staffing Structure

- Principals (Supporters)
- Behavior Support Specialist (Coordinator)
- Instructional Coach
- General Education Teacher
- Special Education Teacher
- Student Support Counselor
- Related Service Providers (i.e. OT, SLP/SLPA, AT, Psych)

Behavior Support Specialist Role

- Partners with the principal to assess the needs of the collaborative program
- Creates and coordinates an integrated intervention framework that meets those needs
- Monitors all data tracking tools and trains staff to effectively utilize them
- Provides on-site coaching and professional development as the community works to adopt this framework
- Facilitates the weekly collaborative staff meetings
- Follows up with team members to assess effectiveness of interventions
- Supports the development of student plans.

Sample Student Day

8:20-8:30	Morning check-in with Therapist
8:30-9:00	ELD support in class with SSA
9:00-9:10	Sensory Break
9:10-9:45	Social Skills Group with Therapist
9:45-10:15	Reading Group with Special Education Teacher
10:15-10:45	Occupational Therapy
10:45-11:00	Recess
11:00-11:15	Independent Reading with Student Support Assistant
11:15-12:20	Math (whole group instruction and centers) with SSA
12:20-12:40	Lunch Buddies with Therapist
12:40-1:00	Lunch Recess
1:00-1:45	Science
1:45-2:00	Sensory Break
2:00-2:45	Art
2:45-3:00	Afternoon check-out with Therapist

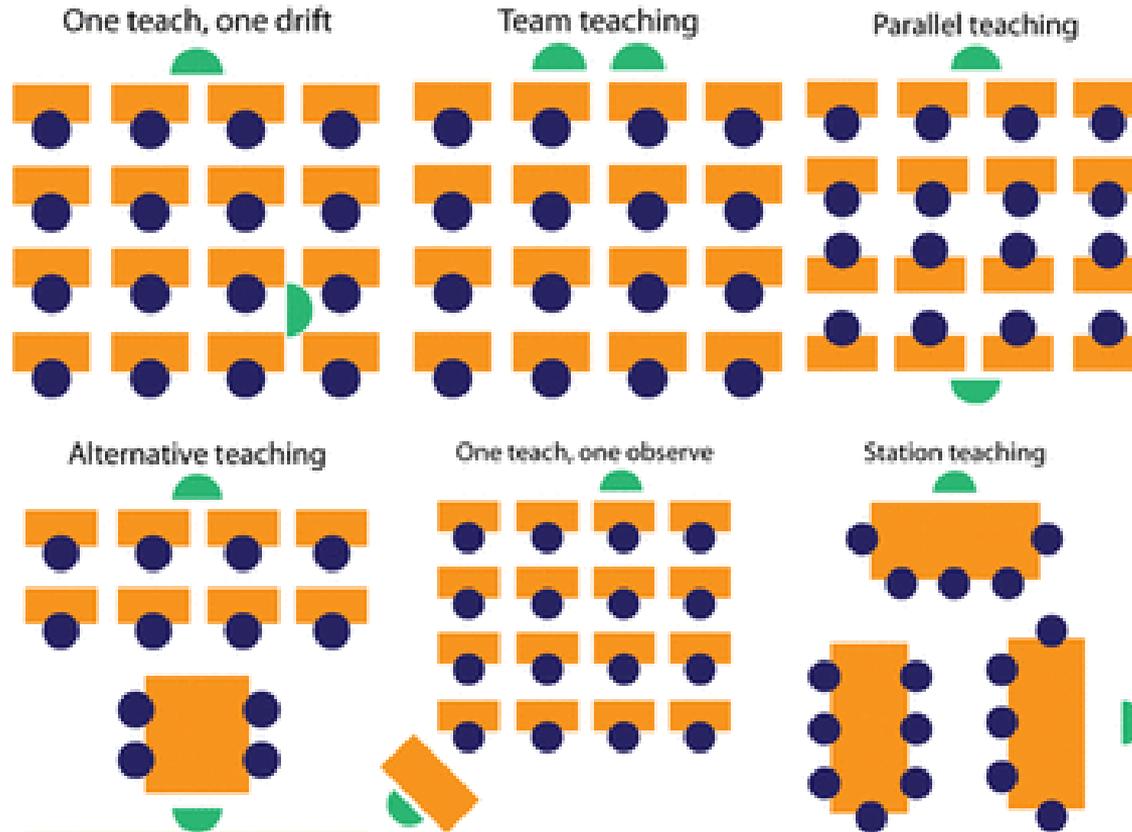
THE COLLABORATION!



Family Partnerships

- Families are key partners in the decision making process

Team Teaching



Collaborative Team Meetings



- Whole Team Agenda and Structure
- Co-Planning (Classroom Teacher and Support Counselor)
- Support for General Education Teachers
 - A part of their regular school day – extra release time – or stipend
- Daily email updates

Support Counselor Coaching and Training

- Specialized support and training for mental health staff that's different from other paraprofessionals

Feedback



- Student level (data)
 - Academic – IEP goals and progress monitoring
 - Behavioral – point sheets
 - Clinical
- Systems level
 - 5th week Reflection



Closing Reflection