

# AN INTRODUCTION TO STUDENT SUPPORT SERVICES AT POCANTICO HILLS SCHOOL

NOVEMBER 18, 2020 AT 6:00 PM

NOVEMBER 19, 2020 AT 6:00 PM FOR THE ELL COMMUNITY



# The Student Support Services Team Members

Ms. Elizabeth Cirieco, 7-8th Grade Special Education Teacher and Resource Room Teacher

Ms. Allison O'Connor, 3-4th Grade Special Education Teacher

Ms. Alix Dantec, Occupational Therapist

Ms. Jessica DeGennaro, 5-6th Grade Special Education Teacher

Ms. Norma DeSousa, Secretary to Student Support Services Team

Ms. Felicia Peterson, PK-2nd Grade Special Education Teacher

Ms. Lisa Haunss, Physical Therapist

Dr. Glenn Pollack, School Psychologist

Ms. Anne Krissoff, District Math Interventionist

Ms. Nicole Marples, PK-4th Grade Reading Interventionist

Mr. Jim McVeigh, 5-8th Grade Guidance Counselor and Therapeutic Support Provider

Dr. Patty McVeigh, 5-8th Grade Reading Interventionist

Ms. Katy Palmesi, District Speech-Language Pathologist

Ms. Christy Perricelli, CPSE/CSE Chairperson

Ms. Joy Scantlebury, District ENL Teacher

Ms. Sara Sonne, PK-4th Grade Guidance Counselor, TSC Provider, Alternate Chairperson

Mr. Mario Suarez, Therapeutic Support Provider

Dr. Jenn Woods, District Behavior Interventionist

# WHAT IS THE ROLE OF A STUDENT SUPPORT PROVIDER?

Support service providers work in collaboration with the student's classroom teacher to help students be successful in the classroom.

## Academic Supports

Speech/Language Therapy

Reading Interventions

Math Supports

English as New Language Services

Occupational Therapy/Physical Therapy

## Social/Emotional/Behavior Supports

Coping Skills, Self- Advocacy Skills, Social Skills Training, and Self-Regulation Techniques



# EVERYONE HAS HEARD OF SPECIAL EDUCATION SERVICES, BUT THAT IS NOT THE ONLY AVAILABLE OPTION....

## Special Education Services

Covered under the **Individuals with Disabilities Education Act**  
All children with disabilities have the right to a free and appropriate education in the least restrictive environment.

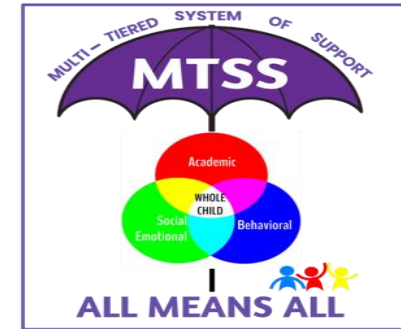
The goal of this program is to provide specially designed instruction, services or programs that meet the unique needs of students with disabilities to ensure their access to the general curriculum.

## 504 Accommodation Plan

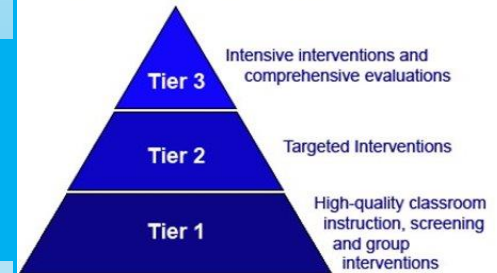
Plans are covered under the **Section 504 Rehabilitation Act** which protects the rights of students with disabilities.

The goal is to provide data driven accommodations to a student's educational program so they will succeed in the general education setting.

## Multi-Tiered Systems of Support (MTSS)



\* Response to Intervention / Integrated Service Delivery



# A Comparison Of Support Systems

	MULTI- TIERED SYSTEMS OF SUPPORT	504 ACCOMMODATION PLANS	COMMITTEE ON SPECIAL EDUCATION
Eligibility	All students are eligible for services based on universal screening results.	Students with a documented disability may be eligible for a 504 plan.  Ex: Hearing Loss, ADD	The committee determines whether a student has/does not have a disability that adversely impacts his/her academic performance.
Process	Universal Screenings indicate an area of struggle.  An intervention is created to address that area of struggle.	A written request should be sent to Mr. Brown and Mrs. Perricelli for a 504 meeting.  Provide documentation of the disability which substantially limits a life activity.	To begin a CSE process/evaluations, a written request should be sent to Mr. Brown and Mrs. Perricelli.  Evaluations will be conducted.  A meeting will be held to determine eligibility and a classification for the disability.
Outcome	Interventions are documented so that progress can be monitored.	A meeting is held  504 Plan is created with accommodations and/or services to be provided the child.	If a child is eligible for services, then a written document called an Individualized Education Program (IEP) is developed as a plan for the student's education.

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MEET THE  
SUPPORT SERVICE  
PROVIDERS AND THEIR  
SERVICES



# WHAT IS A SLP?



- A Speech-Language Pathologist (**SLP**) is a highly-trained professional who assesses and treats people who have difficulty with speech and/or language.
- A **school-based SLP** works with children have speech and/or language difficulties that impact their learning.

## WHAT CAN A SCHOOL-BASED SLP HELP WITH?

### Speech Disorders:

Articulation - the way we say our speech sounds

Phonology - the speech patterns we use

Apraxia - difficulty planning and coordinating the movements needed to make speech sounds

Fluency - stuttering

Voice - problems with the way the voice sounds, such as hoarseness

### Language Disorders:

Receptive Language - difficulty understanding language

Expressive Language - difficulty using language

Pragmatic Language - social communication; the way we speak to each other

### Other Disorders:

Deafness/Hearing Loss - loss of hearing systems

Oral-Motor Disorders - weak tongue and/or lip muscles

## WHAT IS A READING SPECIALIST?

A reading specialist is a highly-trained teacher who has specialized training to support the development of reading and writing skills in students.



## WHAT IS THE ROLE OF A READING SPECIALIST?

### **Role as a Coach:**

Supports, supplements and extends the classroom teaching

Works collaboratively with the classroom teacher to implement reading programs

Works a resource to teachers and parents

### **Role as an Interventionist:**

Uses informal assessments to determine strengths and weaknesses in order to provide targeted instruction

Provides Tier II and Tier III interventions to students who have been identified as needing additional reading support



# COUNSELING AND THERAPEUTIC SUPPORT

## What is Counseling and TSC support?

School Counseling services are implemented as a Tiered support or as a 504/IEP support when a student's social-emotional struggles are negatively impacting the student's academic progress.

## How can a TSC member help?

A student is typically referred for services by teachers or parents.

- After the student is referred, data will be reviewed at a CST meeting and a determination will be made as to the appropriate level of service.

Therapeutic Support services are Tier 1 services available for every student in the school.

- Therapeutic Support Staff assist students in school who are having episodes of social-emotional dysregulation.
- Other Tier 1 services include social-emotional learning, such as Second Step, which is being taught in all classes in grades K-6.



BEHAVIOR

# BEHAVIOR CONSULTATION

What is behavior consultation?

- Intervention to help learners who are engaging in problem behavior in school.
  - Support is provided to teachers and other team members.
  - Supports are provided across all three tiers of intervention.
- ✓ Initial referral and information gathering
  - ✓ Observation
  - ✓ Consultation with teacher and/or team members
  - ✓ Identification of problem behavior and implementation of behavior supports
  - ✓ Analysis, direct feedback and/or training
  - ✓ If further intervention is required, may need a Functional Behavior Assessment and Behavior Intervention Plan

# MATH SPECIALIST

## SUPPORTING THE ACCESS AND ENGAGEMENT OF ALL LEARNERS THROUGH:

### **Direct Student Services:**

Tier 2 and Tier 3  
intervention groups/services

Enrichment groups such as  
Olympiad clubs in grades 5-8

### **Coaching and Collaborating with Teachers:**

Push-in /co-teach in cycles

Share resources and best practices

Plan with educators to address  
the learning needs of all students/all  
ends of the spectrum (tools, modified  
tasks, extension questions, etc.)



# ENL – ENGLISH AS A NEW LANGUAGE



ENL Teacher: Ms. Joy Scantlebury

Home Language Questionnaire

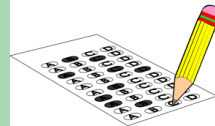


Screening Interview



NYSITELL

(NYS Identification Test for English Language Learners)



Commanding  
Expanding  
Transitioning  
Emerging  
Entering

Minutes Per Week



Expanding – 180  
Transitioning – 180  
Emerging – 360  
Entering – 360

Integrated Model (Push-in)



Stand-alone Model (Pull-out)



April - June NYESLAT

(NYS English as a Second Language Achievement Test)

# HOW ARE INTERVENTIONS PROVIDED?

There are **MANY** ways to support our students who have difficulties.

- **Consultations:** brief meetings with a student, teacher, staff, and/or a parent to review strategies to address the student's area(s) of need.
- **Push-in sessions:** teacher supports the student's needs within the classroom environment.
- **Pull-out sessions:** the teacher pulls the student from the classroom to directly address areas of concern.

These therapy models can be “mixed and matched” to best meet our students’ needs.



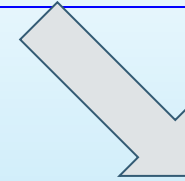
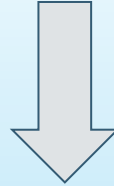
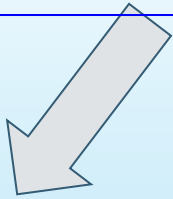
# WHAT IS A SPECIAL EDUCATOR?



Special education teachers provide the proper support, services, and special environment modifications to meet the unique needs of students with learning differences.

Special education teachers also serve as case managers for students with 504 Plans.

# Consultation Services/Special Education Teacher



## WHO AND WHERE

Students who have been identified and have an IEP with Consultant Teacher Services

Push-in and Pull-out Models

## WHAT

Elementary School: Reading, Writing and Math

Middle School: ELA and Math

7th and 8th Grade: Resource Room an additional program offered

Related Services: Specialized Reading

## HOW

Models of Instruction: Station Teaching, Team Teaching, One-Teach and One-Assist

Collaborate with the general education teachers to differentiate in order to enable students to access the general education curriculum alongside their peers - modifications/accommodations

# Consultant Teacher Services- ELA and Math IEP Goal Development Across the Year

## FALL

Collect baseline data to determine how to design instruction to address the goal identified on the IEP.

Progress monitor throughout marking period to determine if the student is making progress towards the goal.

## WINTER

Collect mid-year data and re-administer baseline assessments to adjust instruction and potentially adjust goals projections.

Progress monitor throughout marking period to determine if the student is making progress towards the goal.

## SPRING

Collect end-year data and re-administer baseline assessments to adjust instruction and potentially adjust goal projections.

Progress monitor throughout marking period to determine if the student is making progress towards the goal.

## YEAR END

Use collected data throughout the school year, teacher reports and Neurodiversity Skills Checklist to develop next school year's IEP goals in collaboration with the Student Support Services Team.

Look ahead to next year.



# 504 Accomodation Plans

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graph TD; A[504 Accomodation Plans] --> B[WHO]; A --> C[WHAT]; A --> D[WHERE]; B --- E[Students who are eligible under the 504 Rehabilitation Act]; C --- F[Special Educator is the case manager  
Accommodations  
Extra Time  
Preferential Seating  
Flexible Seating  
Adaptive Tech  
Related Services  
Counseling  
OT  
PT]; D --- G[Accommodations may be in all educational settings.]
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## WHO

Students who are eligible under the 504 Rehabilitation Act

## WHAT

Special Educator is the case manager

### Accommodations

Extra Time

Preferential Seating

Flexible Seating

Adaptive Tech

### Related Services

Counseling

OT

PT

## WHERE

Accommodations may be in all educational settings.

# WHAT DO I DO IF I HAVE CONCERNS ABOUT MY CHILD?

If you are concerned about your child's academic or social-emotional wellness:



Contact your child's  
classroom teacher

A screening in the  
area of concern is  
completed

The provider will  
provide a plan

# THANK YOU FOR COMING!!!!

Questions and Feedback

Contact Christy Perricelli

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914-631-2440 ext. 192