

Embedding Early Intervention in the Culture of Daily Practice

For more than two decades, the purpose of SERC's *Early Intervention Project* (EIP) has been to assist teachers, administrators, families, and student support services professionals to help all students learn and experience success. Many schools throughout Connecticut have been involved with the *Early Intervention Project* since it was initiated by the Connecticut State Department of Education (CSDE) in 1984.

The primary focus of EIP is to empower educators to meet the instructional and behavioral needs of students in the classroom as schools and families come together to form interdependent partnerships focused on student progress. These collaborative partnerships have prompted educators to take collective responsibility for all students and have contributed to the development of school-wide learning communities to foster the implementation of effective instruction, thus reducing inappropriate referrals for special education evaluation.

Through a thorough program evaluation and identification of "lessons learned," SERC has redesigned its offerings in order to build capacity for the sustainability of EIP within districts. The evolution of EIP resulted in the following six key training components: (1) Leadership: Establishing the Foundation; (2) Collegial Support and Family Partnerships; (3) Collaborative Strategic Decision Making; (4) Assessment and Reflective Practice; (5) Instructional Repertoire; and (6) Accountability and Documentation. This comprehensive professional development has been designed to assist districts in refining their early intervention services and establishing the conditions to support the integration of early intervention into daily practice in order to contribute to the effective implementation of a Response to Intervention (RtI) model.

Teams that participate in the full series of Core Skills Training will be offered an opportunity for a full day of customized, on-site technical assistance to support practical application of new learning. However, members of school-based teams are invited to participate in individual sessions as needed.



Full workshop descriptions and information regarding follow-up technical assistance appears on the next page.

Dates, Time, Location:

Thursdays:
 Session A: November 8, 2007
 and/or
 Session B: January 24, 2008
 and/or
 Session C: February 7, 2008

All Sessions:

9:00 a.m. to 3:30 p.m.
 Crowne Plaza, Cromwell

Snow Date:

Wednesday, February 27, 2008

Presenters:

Rochelle Abraitis
 Virginia Babcock
 Ann Marie Dubuque
 David R. Grice
 Consultants, SERC

Audience: PreK-12

Fifty (50) general and special education administrators, teachers, and student support services professionals will be accepted. Team applicants are strongly encouraged.

CEUs: 2.0

Includes:
 Full Attendance (All 3 Sessions)
 Post-Activity Application of Learning

Registration Fee:

\$30.00 per person
 Payable to Rensselaer at Hartford
 Payment is due prior to the session upon confirmation of participation.

Questions/ Special Needs:

Contact: **Idiko S. Reno**
 Senior Project Assistant
 (860) 632-1485, ext. 241

Register By:

October 25, 2007

Please return application to SERC, EIP, 25 Industrial Park Road, Middletown, CT 06457-1520. Participants will be selected on a first come, first served basis with regional consideration. Priority will be given to team applications. Applicants will receive written confirmation regarding participation shortly after the registration closing date. The registration fee is payable upon notice of acceptance.

APPLICATION FORM: **EIP Core Skills Training**

(08-03-016 – FN/EIP)ir

(Please print clearly.)

Indicate choice of session(s): 11/08/07 (Session A) 1/24/08 (Session B) 2/7/08 (Session C) Entire Series

District/Region _____ School/Program _____ Work Phone (____) _____

Name _____ Home Phone (____) _____

Home Address _____ City _____ Zip Code _____

Position/Role _____ Grade Level _____ Email (Please Print.) _____

Release time is approved for educators: Administrator's Signature is required _____

In which region do you receive/provide services? ACES // CES // CREC // EASTCONN // ED CONNECTION // LEARN

(The application form may be duplicated for four additional team members.)



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Early Intervention Project



Embedding Early Intervention in the Culture of Daily Practice: A Series of Core Skills Training for School-Based Teams



Strategic Decision Making in Collaborative School Communities

Thursday, November 8, 2007

9:00 a.m. to 3:30 p.m.

Crowne Plaza, Cromwell

(See previous page for registration information.)

Educators make decisions daily to improve academic and behavioral outcomes for students. However, school personnel need tools and frameworks to collaboratively examine these decisions in order to identify the levels and types of collective support for staff and families focused on student growth.

This professional development activity will review the philosophy and underlying principles of early intervention and the major components of an effective early intervention process to improve student outcomes and reduce gaps in performance. Teams will have an opportunity to reflect on their current process and determine the structures needed for seamless implementation and sustainability. In particular, teams will analyze how the components of an effective early intervention process are implemented within individual schools in order to provide students with a continuum of support.

Participants in this session will:

- understand the philosophy and underlying principles of EIP in order to determine how to embed early intervention into the culture of daily practice;
- examine the skills, instructional practices, and organizational structures necessary to monitor student progress based on a continuum of support;
- explore multiple methods to facilitate the decision making process in order to determine students' needs and develop effective interventions for addressing whole school, classroom, small group, and individual student improvement reflective of a Response to Intervention (RtI) model; and
- analyze how the components of an effective early intervention process are implemented within individual schools in order to increase data decision making and collective responsibility for the academic achievement of all students.



Using Assessment and Reflective Practice to Address Accountability for Student Progress

Thursday, January 24, 2008

9:00 a.m. to 3:30 p.m.

Crowne Plaza, Cromwell

With accountability as a major theme in education, many schools have faced challenges supporting the various academic and behavioral needs of their increasingly diverse student populations. SERC's *Early Intervention Project* (EIP) has defined ongoing assessment and reflective practice as one of the most effective means of developing successful interventions and strategies for students.

This session will focus on the essential components of using various assessments to inform practice. Various protocols for collaborative conversations about student work, student behavior, and instruction will be utilized. Participating teams will engage in conversations about implementation integrity and analyze various ways to monitor student progress in order to develop the most efficient way to document student outcomes for accountability.

Participants in this session will:

- utilize a variety of protocols to examine student work collaboratively and provide insights for improved instructional practice in order to foster student achievement;
- define essential components for analyzing student learning and behavior in order to identify a focus area for student and instructional improvement; and
- utilize documentation to monitor implementation integrity and student learning rate of growth, and effectiveness of interventions as critical features of an RtI model.



Enhancing Student Achievement Through Effective Instructional Repertoire and Multi-Tiered Interventions

Thursday, February 7, 2008

9:00 a.m. to 3:30 p.m.

Crowne Plaza, Cromwell

Classroom environments must address critical aspects of instruction in order to respond appropriately to the unique academic and behavioral development of students from various backgrounds. It is imperative that educators have a clear understanding of what constitutes research-based instruction and how to effectively align specific instructional and behavioral interventions with specific student needs.

Participating teams will gain greater insight into how to analyze and select strategies for their impact on student achievement and feasibility for implementation. Teams will also have the opportunity to evaluate the effectiveness of interventions by examining implementation integrity and defining what constitutes sufficient student progress.

Participants in this session will:

- examine current instructional options to ensure students are provided with a continuum of support that is reflective of a culturally relevant pedagogy;
- determine critical features necessary to accelerate student learning within a multi-tiered service delivery model; and
- evaluate adherence to basic learning principles when selecting strategies.



Follow-up Technical Assistance

Teams that participate in the full series of Core Skills Trainings will be offered an opportunity for a full day of customized, on-site technical assistance to support practical application of new learning. Further information will be provided to eligible teams during the final session.

Please Save Snow Date:
Wednesday,
February 27, 2008