

# SENECA'S UNCONDITIONAL EDUCATION PARTNERSHIP: SERVICES OVERVIEW

Seneca's Unconditional Education (UE) model empowers the entire school community with the skills and resources required to implement a multi-tiered system of academic, behavioral, and social emotional supports, devoting time and resources toward creating a culture and climate that is engaging and responsive to the needs of *all* students and their families. A primary focus of the UE model is to increase the achievement of struggling students, including students with disabilities, within inclusive education settings. *Unconditional Education* is a modular approach that allows schools to identify key areas of internal capacity while leveraging the expertise of Seneca to help address identified gaps and create a truly comprehensive system of supports for all students, family, and staff.

## UNCONDITIONAL EDUCATION MULTI-TIERED MODEL FOR INTERVENTION

### TIER 3 • INTENSIVE

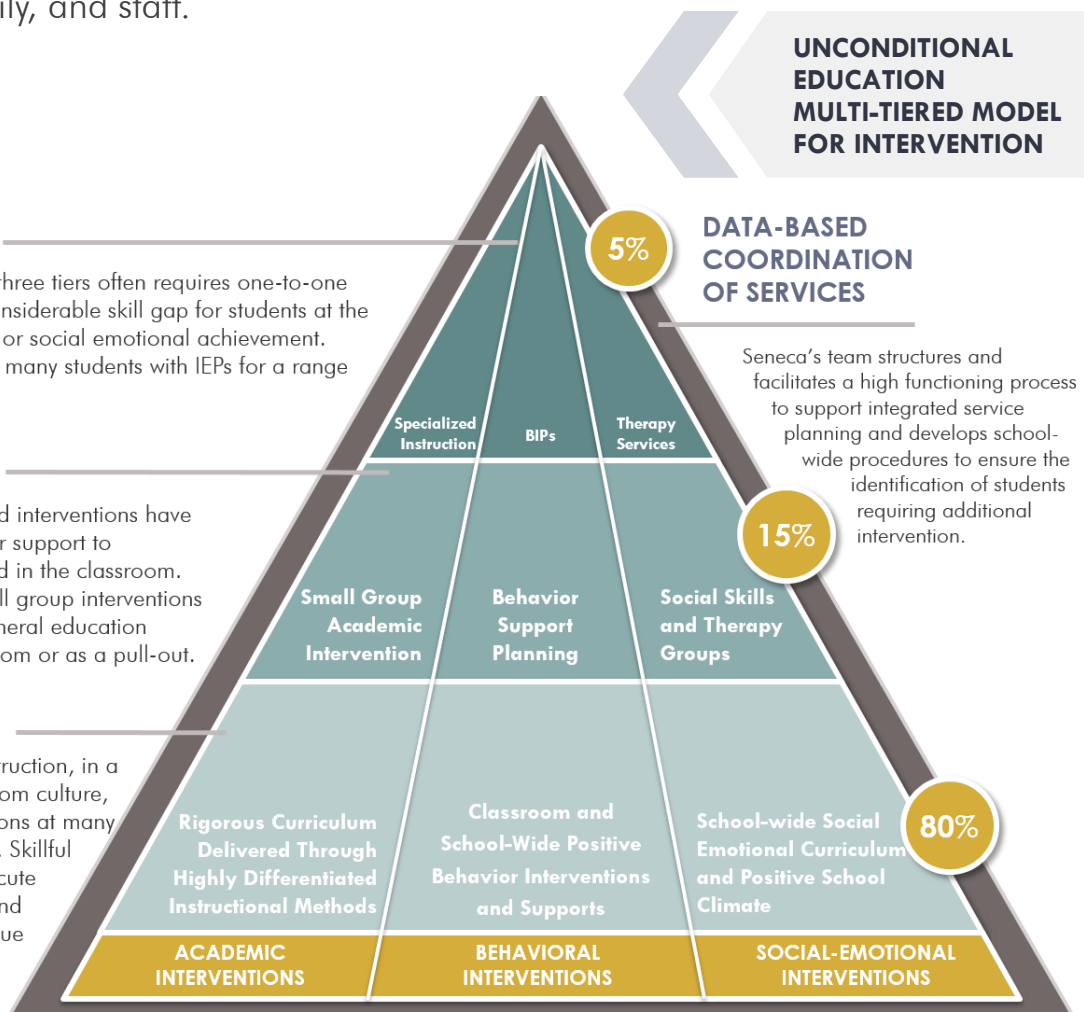
The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

### TIER 2 • TARGETED

Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

### TIER 1 • UNIVERSAL

As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.



# COORDINATION OF SERVICES

Seneca’s coordination of services team (COST) is a multi-disciplinary team made up of school leaders, service providers, general education teachers, and support staff and is responsible for the coordination of intervention services.

## School-Wide Systems of Intervention

COST is responsible for regularly reviewing school-wide data including academic, behavioral and/or social emotional screeners and progress assessments and using results to inform decisions around intervention services and caseloads. In addition, the team may identify thematic areas of need around which they will develop a school-wide approach.

### *Sample Topics for School-Wide Intervention:*

- Anti-bullying
- Incidents of community crisis or change
- Students at risk for retention
- Next-grade transition
- SWPBS

## Individual Student Intervention

In addition, COST receives, reviews, and responds to individual student referrals made by teachers. After a student is identified as needing additional support, Seneca’s COST schedules a meeting with teachers and staff who work with the student to review student strengths and challenges. During the meeting, the teacher presents information on the referred student, and the team asks questions and suggests possible interventions. The team then commits to action steps, which are reviewed in a follow-up meeting the following week. This begins the eight-week cycle highlighted by the green boxes in the process diagram to the right. At the end of the eight-week cycle, COST reviews student progress to determine whether the student is ready to step down to a lower level of service or whether their service should continue with equal or greater intensity.

### *Individual Student Discussion Protocol:*

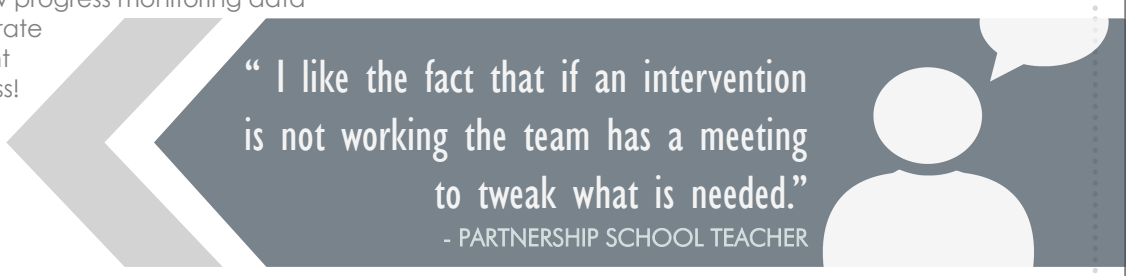
- 10 min—Teacher presents the student referred: gives background, strengths and why the student was referred
- 15 min—Team asks questions of the teacher and discusses possible interventions
- 5 min—Members commit to “actions” and hold each other accountable for follow up in subsequent meetings

## Office Hours

COST team members hold regular office hours as an opportunity for teachers and school staff to engage in additional collaboration around students of concern.

### *Teachers and school staff can attend office hours to:*

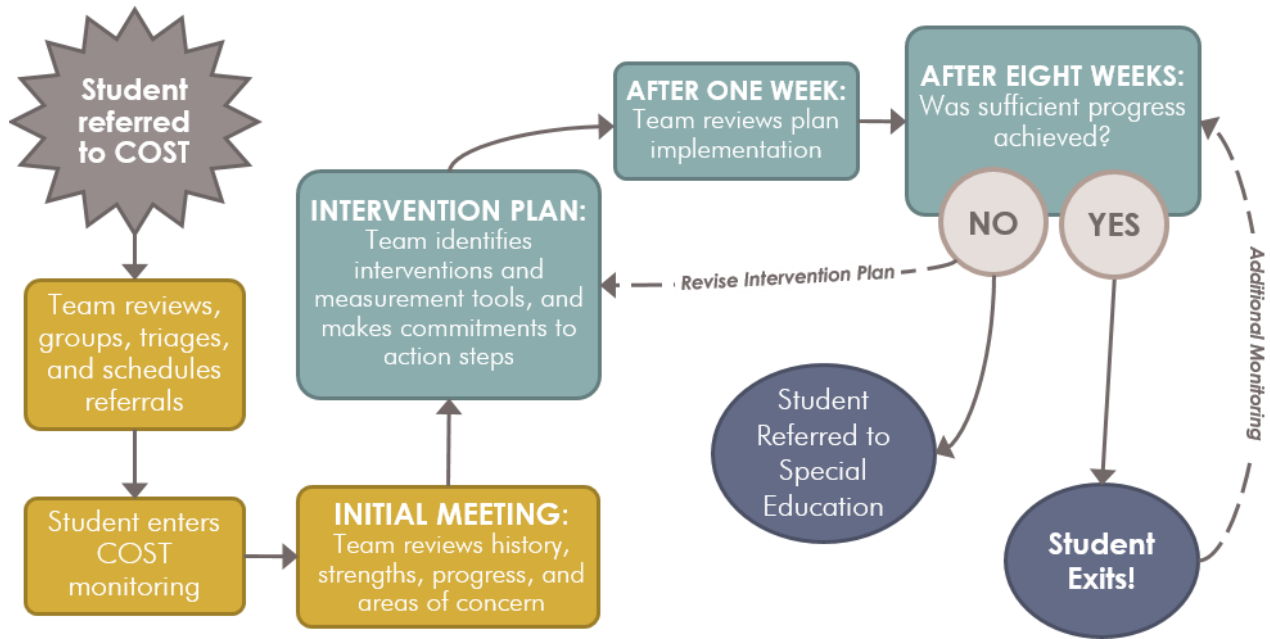
- Get help filling out a COST form
- Obtain support in identifying in-class interventions for a student they serve
- Get help with an urgent situation
- Check-in on the completion of implementation steps
- Review progress monitoring data
- Celebrate student success!



“ I like the fact that if an intervention is not working the team has a meeting to tweak what is needed.”

- PARTNERSHIP SCHOOL TEACHER

# THE COST PROCESS



# INTERVENTIONS & SERVICES

## Academic

Tier 3

**Individualized Education Planning:** The Seneca team oversees the referral, assessment, and delivery of all Special Education and Related services to ensure compliance with state and federal requirements

Tier 2

**Targeted Intervention Groups:** Students receive targeted, supplementary instruction from highly trained intervention providers.

*Sample Evidenced Based Group Practices:*

- Phonics for Reading
- Guided Reading
- Lindamood-Bell Reading - Seeing Stars and Visualizing Verbalizing
- Slingerland Reading
- Stepping Stones to Literacy
- Fast Forward/Reading Assistant
- Edmark Reading
- Language for Learning
- Scientific Learning - Fast ForWord and Reading Assistant
- Do the Math
- Handwriting without Tears

**Co-Teaching and Push-In Support:** Intervention providers collaborate with classroom teachers to maximize classroom instructional time through workshops or centers model.

Tier 1

**Differentiated Instructional Support and Training:** Seneca trainers and intervention staff provide strategies and supplementary materials to support multi-dimensional instructional practices in the classroom.

Assessment &  
Monitoring

**Universal Screeners:** The Seneca team utilizes existing school assessment data to identify students who need additional intervention and academic supports. If a school has not yet identified a process for universal academic screening and monitoring, the Seneca team can support the development

*Sample Screening Tools for Reading:*

- Developmental Reading Assessment (DRA)
- Fountas and Pinnell Reading Inventory
- Teachers College Reading Assessment
- AIMSweb Universal Screening Tools

**Dig Deep Assessments:** After Universal Screenings have been completed, further assessment is often needed to identify particular areas of deficit and determine which interventions are most appropriate. The Seneca team can support additional assessment of struggling students in the areas of phonics, sight-word recognition, fluency and comprehension to determine the most appropriate course for remediation.

**Progress Monitoring:** Once students are assigned to targeted interventions, their progress will be monitored frequently to ensure sufficient growth towards goals.

**Measuring Growth:** Progressive growth on screeners and benchmarks is analyzed every 8-10 weeks to ensure students are making necessary progress.

# INTERVENTIONS & SERVICES

## Behavioral

**Therapeutic Behavioral Services (TBS):** Seneca provides short-term, one-to-one intervention for students at-risk of moving to more restrictive school settings due to unmanageable behaviors. Clinicians provide the student, school staff, and family with skills to effectively address and manage targeted behaviors.

**Individualized Behavior Intervention Services (BIS):** For students requiring high levels of adult support to meet their behavioral goals, Seneca can provide highly trained Behavior Intervention Specialists and Behavioral Aides. Specialists oversee the development and monitoring of individualized intervention strategies focused on teaching new, more desirable behaviors, while Aides work individually with students to implement these plans.

**Behavior Support Plans:** Seneca works with staff to establish individualized plans that can effectively address undesirable behaviors in the classroom, and engages stakeholders in monitoring and supporting behavior change. Implementation of individualized behavior support plans may include development of targeted behavior tracking, student contracting, and/or the utilization of check-in/check-out.

**Targeted Classroom Support:** Seneca works with identified teachers to provide coaching and support around classroom management strategies and interventions for building community and managing behaviors in the classroom.

**Alternatives to Suspension:** Seneca develops restorative practices, including conflict resolution and restorative circles, to support students who have struggled to follow school rules as an alternative to suspension and expulsion.

**Positive Behavioral Interventions and Supports (PBIS):** Seneca has an existing partnership with Dr. Rob Horner from the University of Oregon and Co-Director of the National PBIS Center. Dr. Horner provides Seneca with the technical assistance to implement PBIS with our school partners.

**Restorative Justice:** Seneca provides training and support implementing Restorative Justice Practices across the school.

**School-Wide Training:** Seneca's Training Institute has developed an array of trainings aimed at supporting staff and school personnel in preventing and addressing challenging behaviors at school.

**School Wide Information System (SWIS):** Seneca teams can support the implementation of SWIS or other school-wide data systems to track and analyze student behavioral incidents to inform individual and school-wide plans for intervention.

Tier 3

Tier 2

Tier 1

Assessment &  
Monitoring

# INTERVENTIONS & SERVICES

## Social-Emotional

Tier 3

**Individual/Family Therapy and Case Management:** Seneca clinicians address students' unique mental health needs and goals through a personalized treatment plan that may include individual and family therapy.

**Wraparound:** Seneca facilitates a wraparound planning process for students and families in need of a comprehensive system of supports.

**Personalized Learning Spaces:** Seneca provides structured, safe spaces on campus for students to access when they need more individualized academic, behavioral, and social-emotional support in order to complete assignments.

**Collaborative Classroom:** To address the needs of groups of students who would otherwise require a more restrictive setting, Seneca partners with schools to create a collaborative classroom, where a district teacher is supported by Seneca's special education, behavioral, and clinical intervention staff.

Tier 2

**Social Skills and Therapy Groups:** Based on the presenting needs of students, Seneca provides a variety of evidence-based group interventions to students and/or their parents.

*Sample Evidenced Based Group Practices:*

- Zones of Regulation
- Strong Start
- SuperFlex
- Mindfulness
- Cognitive Behavioral Intervention to Trauma in Schools (CBITS)
- Positive Parenting Program (Triple P)
- 1,2,3 Magic training with parents

Tier 1

**School-Wide Climate and Culture Action Planning:** Seneca supports the implementation of positive climate and culture initiatives to build strong and healthy school communities. Utilizing results from the School Culture and Climate Assessment Inventory (SCAI) and Trauma Informed Matrix, the Seneca team can work with school leadership to develop an annual action plan to address areas of need.

**Social Emotional Curriculum:** Seneca teams lead the implementation of a school-wide social-emotional curriculum, including teacher training, coaching, and observations.

*Sample List of Evidenced Based Emotional Curriculum:*

- Olweus Anti-Bullying
- Second-Step
- Tool-Box
- Responsive Classrooms
- I Can Problem Solve

**School-Wide Training:** Seneca provides training on a wide variety of topics, including Crisis Prevention and Intervention and Understanding and Addressing the Symptoms of Trauma. In addition, Seneca works with teachers to understand the effects of vicarious trauma and develop practices of self-care.

**Social Emotional Screener:** Seneca facilitates the implementation of a school-wide social emotional screener that identifies students experiencing social-emotional challenges.

**Client Satisfaction:** Seneca clinicians utilize the Partners for Change Outcome Management System (PCOMS) to collect regular feedback about students' experience and the effects of the clinical interventions.

**Measuring Growth:** Seneca utilizes the Strengths and Difficulties Questionnaire (SDQ) at regular intervals throughout treatment. In addition, students receiving Tier Three supports are assessed using the Child and Adolescent Needs Survey (CANS) to drive treatment planning and assess resulting growth.

Assessment &  
Monitoring