

# Pupil Services



**Related Services**



# Role of the BCBA (Board Certified Behavior Analyst)



**PRESENTED BY**  
**MACKENZIE BROWN, M.S., BCBA, LBA**  
**and**  
**KRYSTL PADILLA, M.A., BCBA, LBA**

# What is a BCBA?



- Graduate-level certification in behavior analysis
  - Certified by a national board upon passing exam and meeting supervision and experience requirements
  - Licensed by the state of CT
  - Required to maintain certificate and acquire 32 continuing education credits for each 2 year cycle
- Required to comply with the BACB's professional and ethical compliance code
  - Responsible conduct, responsibility to clients, profession, colleagues, and BACB, and assessing behavior and developing behavior change programs

# What does a BCBA do in public schools?



- Caseload of students district-wide who have varying levels of BCBA support listed on their IEP
- Resource for classroom teachers, sped teachers, and other specialists to assist with classroom management strategies
- Conduct Assessments- FBA (functional behavior assessments), ecological assessments, VB-MAPP and ABLLS-R
- Develop/Monitor programming- BIP (behavior intervention plan), NET (natural environment teaching), DTI (discrete trial instruction), data analysis
- Staff Training and Implementation
  - Individualized training for students
  - General training for PD Days and Data Days

# What does our day look like?



- Observing a very young student at FRC (Family Resource Center)
- Teacher and para training on a specific behavior plan
- Meeting with ILS teachers to collaborate on instructional practices
- Collaborate with general education teachers to assist with classroom management strategies
- Assessment and observation of students' varying needs (e.g., academic, behavioral, or functional skills)
- Attend district meetings: PPT, 504, Child specific support team, PPS, PBIS, and Parent training
- Assist special education teachers in writing measurable and appropriate IEP goals and objectives

# School Psychologist



## **Consolidated School**

Lori Magnante &  
Kristen Vaccaro

## **Meeting House Hill School**

Sarah Pinheiro

## **Middle School**

Bibi John

## **High School**

Monika Krepstzul

# What is a School Psychologist?



School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. We apply expertise in mental health, learning, and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally.

## What do School Psychologists do?

- provide direct support and interventions to students,
- consult with teachers, families, school-employed and community-based mental health professionals to improve support strategies
- work with school administrators to improve school-wide practices and policies
- collaborate with community providers to coordinate needed services.

# What Does Our Role Look Like?

## Improve Academic Achievement

- Promote student motivation and engagement
- Conduct psychological and academic evaluations
- Individualize instruction and interventions
- Manage student and classroom behavior
- Monitor student progress
- Collect and interpret student and classroom data
- Monitor referrals to special education.

## Promote Positive Behavior and Mental Health

- Improve students' communication and social skills
- Assess student social, emotional, and behavioral needs
- Provide individual and group counseling (problem solving, anger management and conflict resolution)

- Reinforce positive coping skills, resilience, positive peer relationships, and social problem solving.
- Make referrals to help coordinate community services

## Support Diverse Learners

- Assess diverse learning needs
- Provide culturally responsive services to students and families from diverse backgrounds
- Plan appropriate Individualized Education Programs for students with disabilities
- Modify and adapt curricula and instruction
- Adjust classroom facilities and routines to improve student engagement and learning
- Monitor and effectively communicate with parents about student progress



# What Does Our Role Look Like?

## **Create Safe, Positive School Climates**

- Prevent bullying and other forms of violence
- Support social-emotional learning
- Assess school climate and improve school connectedness
- Implement and promote positive discipline and restorative justice
- Implement school-wide positive behavioral supports
- Identify at risk students and school vulnerabilities
- Provide crisis prevention and intervention services

## **Strengthen Family-School Partnerships**

- Help families understand their child's learning and mental health needs
- Assist in navigating special education processes

- Connect families with community service providers when necessary
- Help effectively engage families with teachers and other school staff
- Enhance staff understanding and responsiveness to diverse cultures and backgrounds

## **Improve School-Wide Assessment and Accountability Monitor individual student progress in academics and behavior**

- Generate and interpret useful student and school outcome data
- Collect and analyze data on risk and protective factors related to student outcomes
- Plan services at the district, building, classroom, and individual levels

# School Social Worker



**Consolidated School**  
**Ann Marie McMenamin, LCSW**

**Meeting House Hill School**  
**Kris Caceci, LMSW, M.Ed**

**New Fairfield Middle School**  
**Courtney Marra, LMSW**

**New Fairfield High School**  
**Kate Planz, LCSW**

# What is a School Social Worker?



- Social Workers have a Master's Degree from a social work program accredited by the Counsel of Social Work Education (CSWE) , are licensed by the CT Department of Public Health, certified by the CT Department of Education, and Regulatory in compliance by the National Association of Social Work Board (NASW)
- Required to maintain 15 hours of continuing education annually with some content area mandates, i.e. culture competencies, ethics, veterans affairs
- Many of us hold additional certifications, i.e. Home and School Visitor, National Organization for Victims Assistance (NOVA) Crisis Response Team, Cognitive Behavioral Therapy (CBT)

# What does a school social worker do in a day?



- Hold caseloads of students identified with 504s and IEPs in need of individual and group social/emotional skills support (and write appropriate goals and objectives)
- Consult with administrators, teachers and other support staff regarding social, emotional and behavioral needs and concerns
- Provide ongoing parent contact and family support
- Collaborate and make referrals to community service providers on behalf of our students and families
- Respond to school-based incidents/crisis intervention
- Provide classroom SEL lessons for all students
- Available for the social/emotional support for all of the students and staff in our building
- Participate in meetings to identify and support at risk students (i.e. CST, crisis team)
- Participate in committees to improve school climate (i.e. PBIS, School Climate and Culture)
- Provide education on state mandated requirements for Safe Touch and Bullying Prevention

# Speech-Language Pathologists in the District



## **ELC/Consolidated School**

Stephanie Kersting, MS Ed, CCC-SLP/Rachel Ludden, MS, CF-SLP

## **Meeting House Hill School**

Gretchen Briggs, MS, CCC-SLP

## **Middle School**

Anne Marie Allison, MS, CCC-SLP, ATP

## **High School**

Elisa Bodnar, M. Ed., CCC-SLP

# What is a Speech-Language Pathologist?



- **We hold a master's degree in our field, are licensed by the CT Department of Health, certified by the CT Department of Education, and certified by the American Speech Language Hearing Association (ASHA) holding a National Certification of Clinical Competence (CCC)**
- **Speech Language Pathologists (SLPs) evaluate, diagnose, and treat a wide variety of communication disorders including:**
  - articulation and phonology
  - receptive and expressive language
  - social communication (pragmatic language)
  - voice and fluency
  - feeding and swallowing
  - auditory processing and language processing
  - hearing impairments

# The Role of the Speech-Language Pathologist in the School Setting



- **Administer comprehensive speech and language evaluations and interpret results, using standardized as well as informal measures**
- **Conduct observations and provide recommendations to the team**
- **Provide direct services to students with varying diagnoses and levels of communication needs, both within the general education class and in a “pull out” model**
- **Parent counseling**
- **Program, implement and train students and staff on AAC devices**
- **Troubleshoot issues with hearing/assistive listening equipment**
- **Participate in team meetings, PPTs, CST meetings, parent meetings**
- **Consult with team members and outside consultants and providers**
- **Case manage students**
- **Provide in-service training to colleagues**
- **Supervise graduate students and Clinical Fellows**

# Assistive Technology



Anne Marie Allison, MS, CCC-SLP, ATP

Elisa Bodnar, M. Ed., CCC-SLP



# Assistive Technology



Definition of:

“An item or piece of equipment or product system either acquired commercially, off the shelf, modified, or customized and used to increase, maintain, or improve functional capability for an individual with disabilities” (Johnston, et.al., 2007).

IDEA-2004

ASSISTIVE TECHNOLOGY SERVICE- The term `assistive technology service' means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

# AT Consideration is ....



- A brief process required under the law for every IEP
- In order to consider the need for AT, at least one person on the team has to be knowledgeable about AT.
- Consideration for assistive technology use, even when fully implemented, must be an “ongoing process” because “change in environment, change in the student skills/needs, and new technology may influence the process.” (CT AT guidelines)
- AT specialists provide consultation and CREC Experts provide support/guidance to the team and complete evaluations

# IDEA 2004: AT Service



- Evaluation of the needs of the student, including a functional evaluation of the student in his/her customary environment
- Purchasing, leasing, or otherwise providing for the acquisition of AT devices by such a student
  - Selecting, designing, customizing, maintaining, repairing, or replacing AT devices
- Coordinating and using other therapies, interventions, or services with AT devices, such as those associated with existing education plans and programs
- Training or technical assistance for such student, family and professionals where appropriate

# Occupational Therapist Physical Therapist



## **Occupational Therapists**

Allyson Alloway, OTR/L, SI

Darrell Ruopp, OTR/L, ATP

## **Physical Therapists**

Sarah Butz, PhD, MSPT, PCS

Kerynne Mino, PT, MS, DPT

# School Based Occupational Therapy



- A school based occupational therapist (OTR/L) is a related service provider who serves in a supportive role, helping students participate in and benefit from special educational. Occupational Therapists are Nationally Registered and licensed by the state.
- The primary focus of Occupational Therapy is in achieving independence through participation in “occupations.” School-based occupational therapists promote student independence by:
  - Evaluating student need and formulating a specific plan to achieve goals related to educational programming.
  - Providing skilled intervention and strategies for skills such as Visual- Motor, Fine- Motor, Graphomotor, Sensory Processing, Activities of Daily Living, Prevocational, Play and Leisure.
  - Providing feedback and consultation to the educational team for Assistive Technologies, Adaptive Equipment and Environmental Considerations.

# School Based Physical Therapy



- A school based physical therapist is a related service provider who supports the educational and academic program
- Promotes the development of motor skills to increase independence and participation in everyday routines and activities in the school environment
  - Educating school personnel to optimize the student's performance based on their needs
  - Improving functional abilities in classrooms, hallways, lunchroom, restrooms, community facilities and in vocational settings
  - Adapting or modifying equipment and materials
  - Removing barriers to learning
  - Assisting in accessing educational materials

# School vs. Medical Therapy



- Everything the therapist does with students in the school must be educationally relevant.
  - OT/PT are related services meant to support the educational/academic program and are not meant to stand alone.
  - A student is not eligible for therapy if their needs do not prevent them from accessing or progressing in their educational program.

<b>School Based Therapy</b>	<b>Medical/Outpatient Therapy</b>
Improving the student's ability to access educational program/school environment	Improving medical conditions and symptoms focusing on working toward peak potential performance
Making adaptations and improving functional skills needed to achieve IEP goals/ objectives	Addresses goals that are discipline/diagnosis specific as opposed to educationally relevant

# Service Delivery



- Direct therapy
  - Push-in services within the regular education setting (P.E., Art, during writing )
  - Pull-out services
- Consultation with classroom staff
  - Incorporate follow-up with the teacher and/or student to provide, modify and monitor recommendations (adaptive seating, sensory-motor diets)
  - Occurs on a regular basis (ex: monthly, quarterly, at the beginning of the school year, etc.), but may be provided at different times.



# Questions?



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