



Specialized Learning Services

Fostering connectedness and well-being



2020-2021 Program Guide

Greenbush - The Southeast Kansas Education Service Center
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Mission

To collaboratively build social and emotional capacity within students, families, staff, and schools through a responsive, multidisciplinary approach.

Significant gains in school improvement can only occur when the academic, as well as behavioral and social-emotional needs of each child, are addressed within a systematic, coordinated, and tiered system of support. **Specialized Learning Services (SLS) builds capacity through regional and onsite professional development, student-based technical assistance through Project STAY, ongoing staff coaching, and expert-led regional forums.**

SLS aligns with the Kansas Vision for Education through its foundational structures, focusing on a tiered framework of supports, developing communication and necessary skills through evidence-based practices and data-driven processes.



Professional Learning

Project STAY: Student Observation and Problem-Solving

Project STAY is a multidisciplinary team that offers direct, hands-on consultation for your students and staff in both general and special education. Our problem-solving model comprehensively takes the whole child into account as we provide functional behavioral assessment, family and school communication, academic curriculum assessment, learning strategies, and system analysis for your individual students and classrooms. Our goal is to provide technical assistance to your teachers and support staff in reducing disruptions in the school, increasing staff skills, and enhancing educational outcomes for all your students.

Program Implementation

Building-Level Program Implementation

Member districts may receive ongoing onsite and virtual coaching to support the implementation of social and emotional programming. Our consultants offer a wide array of expertise in data analysis and trauma-sensitive curricular program implementation and can help support your district in making positive progress.

Special Day Schools or Alternative Classrooms

Consultants will guide you through a needs assessment to determine program strengths and areas of need. With the support of your leadership team, staff will understand the foundational components for managing a successful program. Consultants will support the implementation of an evidence-based, trauma-sensitive approach utilizing therapeutic, academic, and behavioral practices and policies to maximize the success of students and faculty.

Staff Coaching

Coaching for Positive Classrooms

Coaching for positive classrooms will help teachers spend less time dealing with disruptions and more time engaged in teaching by supporting teachers to implement proactive, positive, and instructional approaches. On-site and virtual coaching sessions will help teachers to structure their class for success, teach students how to behave responsibly, supervise and observe student behavior, interact positively with students, and correct misbehavior in a manner that does not interrupt the flow of instruction.

Coaching for Special Education

This combination of on-site, virtual, and collaborative group learning is designed to expedite the knowledge of staff who are new to the field of special education, and also for those staff who have experience and would benefit from additional support. Coaching sessions may encompass staff goal-setting, IEP development, caseload management, curricular support, managing paraeducators, transitions (including post-secondary), classroom management, and developing a collaborative IEP Team process.

Telehealth

Teletherapy

Teletherapy is the online delivery of behavioral health therapy services via live video conferencing. During therapy sessions, the student and therapist can see, hear, and interact with one another in real-time utilizing videoconferencing technology. Licensed therapists use traditional therapy techniques and activities virtually to ensure that children have access to the high-quality care that they need and deserve.

Regional Forums

Social Work Forums

Social Work Forums provide school social workers with opportunities to network, engage, and collaborate with others from across Kansas. These quarterly meetings provide a professional network to help establish a collective voice in defining best practices in a school setting. Forum topics may include the roles and expectations of a school social worker, social-emotional learning, mental and behavioral health, creating a collaborative culture, and evidence-based practices and supports. CEUs have been BSRB approved for attendance to this forum and aligned School Counselor/Social Worker Symposium.

Special Education Leader Forums

Special Education Leader Forums provide opportunities for leaders in the field of special education -- including superintendents, principals, SPED directors, counselors, psychologists, social workers, and teachers -- to learn and share with others facing similar challenges.

Transition Forums

Transition Forums provide secondary teachers, administrators, transition coordinators, and job coaches time to build a personal learning network. Post-secondary transition planning involves coordination with agencies outside of the public school system and often, businesses. Successful transition plans involve student and family dreams and aspirations as well as targeted areas of instruction. These forums will provide professionals the opportunities to make connections with the Individualized Education Plan, Individual Plans of Study as well as any other outside support agency of business to make the transition plan a meaningful and robust support system for students.



Professional Development

Trauma & Resilience

Adverse Childhood Experiences and the Impact on Learning - (ACES)

This session is designed as an introductory session appropriate for small groups or a preK-12 staff. The basics of the Adverse Childhood Experiences Study (ACES) are covered with a direct tie to participants' personal experiences. The purpose being "a starting point" of conversation as it relates to physical changes in the brain and how we should respond as educators. Resilience, executive function, and the impact of poverty are discussed in the context of school culture.

Building a Resilient Culture

The process of adapting. Why do some do well despite adversity and others do not? This presentation will provide participants the ability to distinguish between the factors that contribute to the development of challenging behaviors or the development of more positive outcomes. Learn how to mitigate the effects of stress and trauma by identifying practices, thoughts, and actions that can be incorporated into your work with others to enhance a resilient culture.

Building a Resilient Community

Building resilience in our kids and our communities is something all can agree is a good thing. How to do it becomes a bit more complicated. By understanding brain architecture, how our early experiences impact future learning and health, and how the science of resilience works, we can focus our efforts to help kids build skills they will need for life. This interactive session helps those who care about families and communities focus their efforts and join forces to make the most of limited time and resources.

Trauma-Informed Mindfulness Practices

This session will illuminate how trauma disrupts our nervous system and how mindfulness practices can help bring restoration. It will be especially helpful for those that serve students that have experienced trauma, such as alternative school teachers, caregivers, special educators, counselors, and social workers.

Understanding the Biology of Fear and Healing Power of Feeling Safe and Connected

Many children with hard behaviors can best be understood by considering the impact of trauma and chronic stress on their developing brains. It is often within relationships these same children have experienced trauma and stress, and therefore relationships are difficult for them. In this training we explore the brain science behind behaviors and look at the concepts of “Felt Safety” and “Connection” as ways to help calm students’ brains so that they can thrive in relationships and come back “on line” for learning.

Certified Practice

Crisis Prevention Institute Training (CPI)

CPI is a nationally recognized behavior management system that will help school personnel respond in the best possible way to de-escalate a situation by providing care, welfare, safety, and security for everyone involved in a crisis. The flex training will allow participants to complete an online portion of the course before attending a full-day session. During the online modules, staff will learn the basic concepts of CPI through videos, scenario-based assessments, and more.

The Mandt System

The Mandt System is a comprehensive, integrated approach to preventing, de-escalating, and if necessary, intervening when the behavior of an individual poses a threat of harm to themselves or others, with the primary focus being on building healthy relationships. The Mandt System integrates knowledge about the neurobiological impact of childhood trauma with the principles of positive behavior support.

Restorative Practices in Schools

Restorative practices are a set of both formal and informal methods that assist schools in creating healthy and meaningful relationships with students and the entire school community. In this interactive training, participants will learn to use effective statements that increase empathy and understanding in students and effective questioning to help students reflect on the impact of their behavior upon others. Participants will also learn to utilize impromptu conferences to resolve conflicts and prevent conflicts from escalating, and use these circles to build community, set ground rules for classroom environments and activities, and deal with more severe problems in classrooms.

Restorative Practices and Discipline

When students engage in dangerous behaviors at school, staff frequently respond in punitive ways that can lead to future conflict and allows students to avoid taking responsibility. This session will use restorative conferences to reduce suspensions, expulsions, and disciplinary referrals by helping offenders to acknowledge the individuals impacted by their actions, learn how their behavior may be affecting others, attend to the needs of victims, and make changes to avoid the harm from occurring in the future.

Behavior Support

Creating Effective Behavioral Intervention Plans (BIP)

Now that you have completed an FBA, how do you put all that information into a data-driven behavior intervention plan? Training on important components in a BIP, wording that is specific and not subjective and instruction on effective goals. This training can easily be included with the FBA training.

Function-Based Student Problem-Solving and De-Escalation Strategies

Utilizing a problem-solving model, teams will be guided through the process of defining behaviors of concern, understanding relevant background information, hypothesizing functions of the behaviors and then connecting those to interventions. This training is based on actual students. Confidentiality is our number one concern and will be discussed with teams before practice.

Transforming School Culture

Creating Positive Classrooms

Are your students respectful, responsible, motivated, and highly engaged in meaningful tasks? Research-based techniques and strategies can improve student behavior, attitude and motivation. By focusing on the Structure of your classroom, Teaching expectations, Observing, Interacting positively, and Correcting fluently, K-12 teachers, instructional coaches, behavior specialists, administrators, counselors, social workers and school psychologists will learn the essential variables relating to behavior management and how to effectively shift to a positive and productive learning environment that leads to more significant student achievement.

Building a Growth Mindset

The mindsets at work in our schools will have a significant impact on daily outcomes. In a growth mindset culture, the focus is on developing, learning, and improving. In the fixed mindset culture, the focus is on judging, blaming, and outperforming. So, how can you foster a growth mindset culture in your classroom and school? In this session, Annie Brock, author of the bestselling book *The Growth Mindset Coach*, will give you tips and strategies for fostering a growth mindset culture in your classroom, school, and beyond.

Motivation

Nothing Motivates This Kid

There is a growing concern with the lack of student engagement, especially in our adolescent and minority populations resulting in disruptions in the process of learning, student achievement, and teacher self-confidence and morale. In this presentation, participants will gain an understanding of why motivation is more complicated than “not wanting to” and why external rewards do not work for some students. Staff will acquire a deeper understanding of how motivation is impacted by the neurochemical system and will gain knowledge about approaches to help. By understanding the complexities and implications of motivation, staff will learn how it can be fostered for individual student success.

Cultural Differences and Poverty

Cultural Competencies

This training will support staff in becoming culturally aware, sensitive and competent as it relates to stakeholder race, gender, ethnicity, family structure, socioeconomic status, sexual orientation and geographic location. This session can provide a follow-up for incidents of staff behavior that are less than sensitive and also support districts in developing a responsive culture.

Impact of Poverty on Learning

This session will provide an overview of the Adverse Childhood Experiences Study (ACES) with a direct link to participants' personal experiences and district characteristics. The training will drive the conversation related to physical changes in the brain and how we should respond as educators by focusing on building resilience and executive functioning skills. This course will also examine the direct correlation between the impacts of poverty on children in a learning environment and interventions for overcoming this challenge.

Poverty Simulation

The Community Action Poverty Simulation (CAPS) breaks down stereotypes by allowing participants to step into the real-life situations of others. Poverty is portrayed as a stand-alone issue, but this simulation will enable individuals to walk a month in the shoes of someone who is facing poverty and realize how complex and interconnected poverty matters are. CAPS is a tool that helps participants rethink the challenges that millions of low-income individuals must face every day, moving people to think about the harsh realities of poverty and to talk about how communities can address the problem. Most importantly, it drives people to make a difference.

Wellness

Life in Balance: Strategies to Understand and Avert Staff Burnout

All too often, educators are 'burning the candle at both ends'. Turnover in the education field is significantly higher than in most other professions. Without a consistent self-care practice, educators run a significant risk of burnout, creating a lose-lose situation for all stakeholders. When this becomes a habitual way of life, our mental, emotional, and physical health inevitably suffers. This workshop will provide evidence-based practices to avoid burnout (or rebound from existing exhaustion) and cultivate professional and personal satisfaction.

Mindfulness - The Competitive Edge

Evidence proves that a consistent mindful practice helps athletes improve their physical efficiency, coping skills, emotional balance, and adaptability. This workshop will help you understand the science behind these strategies and give you tips on how to start a mindful practice with your team or individuals. These strategies will positively impact your athletes both *on and off* of the playing field.

Mindfulness: Strategies for Emotional Regulation & Wellbeing

Many teachers have expressed that they want improvements in their students' abilities to stay on task longer, an increase in empathy, improvement in self-regulation, and reduced anxiety. Research demonstrates that developing consistent, mindful practices, including breathwork, movement, and self-awareness strategies can aid the development of these areas. In this training, you will understand the science that supports all of these practices and practical tips for implementation.



Our Process

Review Needs and Current Goals

- Meet with SLS Director or Consultant to review district needs and goals
- Review SLS options related to your needs and goals

Determine, Select, and Schedule Supports

- Select SLS professional development, coaching, and consultation options
- Provide specific dates for support delivery

Reflect and Review

- Utilize check-ins to review current supports and make adjustments

Program Options and Pricing

2019-2020 Consortium Membership Pricing

Enhanced: 12 Days of Services - \$13,000

Standard: 6 Days of Services - \$7,000

Basic: 3 Days of Services - \$3,600

Consortium members at all levels are eligible to attend our regional workshops at discounted rates.

- *Student consultation, coaching, teletherapy, and Zoom video conferencing credited toward balance on an hourly basis.*
- *Teletherapy services are credited toward the balance on a half-hour basis.*
- *On-site professional development services credited toward balance in increments of half and full-day.*

Consortium members may purchase additional services beyond the **Enhanced** pricing at the following half-day or full-day rates.

\$500 - Half-Day

\$1000 - Full-Day

Consortium members may purchase additional services beyond the **Standard** pricing at the following half-day or full-day rates.

\$600 - Half-Day

\$1200 - Full-Day

Consortium members may purchase additional services beyond the **Basic** pricing at the following half-day or full-day rates.

\$650 - Half-Day

\$1300 - Full-Day

Non-consortium members may purchase services at the following half-day or full-day rates, plus travel expenses.

\$700 - Half-Day

\$1400 - Full-Day



Our Team

Heather Berckefeldt

Special Education Supports Consultant

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Heather earned a Bachelor's degree in English from Washburn University and a Master's degree in Special Education from Fort Hays State University. She is in the process of completing her Ed.D. in Educational Leadership at the University of Kansas. Heather has worked in the field of education as a high school English teacher, special education teacher, mentor, instructional coach, and coordinator. Her experiences include being a special day school technical assistance provider, transition coordinator, and K-12 special education team leader across multiple districts. She has worked as a part of numerous teams with focuses including Autism Spectrum Disorder, PBIS, Transition, IEP compliance, and paraprofessional training. Heather has a passion for empowering others to meet best the needs of all stakeholders in the educational community.

Melanie Gabel

Program Assistant

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Melanie has worked as a special education paraprofessional for the Eudora Early Childhood Program and also in the corporate sector for a number of years. Melanie enjoys being a part of a team that helps students reach their learning potential.

Tommie Gonzalez

Project STAY Education Behavior Consultant

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Tommie is a licensed school psychologist. She received her Masters of School Psychology and Educational Specialist in School Psychology from Emporia State University. In the school setting, Tommie has worked with children preschool age through 12th grade for over 12 years. Utilizing a collaborative approach to problem solving, Tommie has worked with staff serving districts in Kansas to improve special education processes and procedures. Also, she has worked in both the mental health and classroom setting serving students with significant behavioral and emotional needs. She has served as a certified Crisis Prevention Institute and Mandt Trainer for six years.

Nikki Heiman

Special Education Supports Consultant

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Nikki has experience as a K-12 Adaptive Special Education Teacher and Integration Specialist. She is an Autism Specialist and has endorsements in both Building level and District Level School Leadership. She has provided professional development in many districts in Kansas and has experience as a Keynote Speaker. She also serves on the Kansas Council on Developmental Disabilities which improves the lives of Kansans with I/DD through advocacy, leadership development and public policy supporting the quality of care and quality of life. As an educator, advocate and parent of a child with special needs, Nikki is passionate about helping all students and their families live their best lives.

Lindsay McKanna

Project STAY Education Behavior Consultant

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Lindsay holds a Bachelor's in Elementary Education and a Master's in Special Education from Kansas State University, specializing in students with intellectual exceptionalities and emotional-behavioral disorders. She taught for seven years in a multi-disciplinary classroom that focused on hands-on learning, team teaching with general and special education support staff, along with instruction related to life and social skills. She has presented across the state for universities, school districts, parent groups and professional colleagues.

Jennifer Taylor

Project STAY Education Behavior Consultant

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Jennifer earned a Bachelor's degree in Elementary Education from the University of Kansas and a Master's degree in Special Education from Emporia State University. Jennifer served as a classroom teacher for over ten years in various grade levels ranging from preschool to sixth grade and as a special education teacher specializing in functional, behavioral, and academic instruction for students with varying abilities. She served as a behavior coach supporting general and special education teachers and providing professional development on behavioral topics across multiple school districts.

Dr. Ryan Vaughn

Director of Specialized Learning Services

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Ryan's educational background is in elementary education, adaptive special education, and educational leadership. For the past fifteen years, he has served as a teacher, coordinator, administrator, and consultant in various Kansas districts. Ryan strives to meet the unique learning needs of all stakeholders in a learning community.