

NJ Tiered System of Supports:

Dumont Public School District
Perspective

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Small Group Activity(5 minutes)

Talk with someone next to you, behind you, or in front of you about the following questions:

1) What are you hoping to learn from this presentation?

2) What would a tiered system of supports look like within your school or district setting?

Session Learning Outcomes:

- Develop an understanding of components of NJ Tiered system of supports with emphasis on Intervention & Referral Services
- Learn to replicate examples of:
 - Tier 1 Student Programs
 - Tier 2 Student Programs
 - Tier 2 Parent Programs

Building Capacity in Dumont for Tiered System of Supports

- A) Affiliation Agreements with Higher Education Institutions
- B) Intervention & Referral Services Overhaul
- C) District Benchmark Assessment Practices
- D) Example of Tier 1 Program for Students
- E) Example of Tier 2 Program for Parents
- F) Example of Tier 2 Program for Students

Affiliation Agreements with Higher Education Institutions

1) Leveraging support from:

School Psychology Graduate Programs

School Social Work Graduate Program

School of Education Graduate Program

Small Group Activity (5 minutes)

Talk with someone next to you, behind you, or in front of you about the following questions:

1) If your school had 7 additional support personnel, what services would you provide teachers?

Affiliation Agreements with Higher Education Institutions

- Fairleigh Dickinson University
- New Jersey City University
- Montclair State University
- Kean University
- Fordham University
- Rutgers University

Intervention & Referral Services (I & RS) Overhaul

- 1) Observation of I&RS meetings
- 2) Adopt consistent procedures
- 3) Utilization of Educational Specialists
- 4) Creation of Disposition Sheet

Align District Benchmark Assessment Practices

- 1) Streamline District expectations for benchmark assessments**
- 2) Provide all personnel access to benchmark assessment calendar
- 3) Support Building/District Professional Learning Communities (PLCs)

Adopt Multisensory Approach to Reading

- 1) Provided training to:
 - Building/District Administrators
 - Intervention Teachers
 - Special Education Teachers
 - General Education Teachers
 - Instructional Assistants

Small Group Activity (5 minutes)

Talk with someone next to you, behind you, or in front of you about the following questions:

1) If your school had 7 additional support personnel, what services would you provide students?

Tier 1 Cyber-Bullying Program

- Child study team Interns worked with Middle and High School Administrators, CST members, Anti-Bullying (AB) Coordinator, AB School Specialists, local Chief of Police, and other law enforcement personnel
- Prepared building wide presentation to all students
- Students received follow up discussions within their Health classes

Tier 1 Mental Health Awareness Wellness Program

- The Special Education Parent Advisory Committee (SEPAC) sponsored this Program for all High School students
- Organizing committee: General Education / Special Education teachers, Building Administrators, BOE member, CST members, Guidance Counselors, and the Director of Special Services
- Bergen County Children's Interagency Coordinating Council (CIACC) and other agencies participated

Continued

- Facilitate student activities evolving around mental health and building resiliency.
- Various activities involved the following topics: depression, suicide, drugs & alcohol awareness, mental health hotlines in Bergen County, careers in mental health, acupressure and aromatherapy, guided meditation and mindfulness, healthy choices, mandalas, CPR, dancing to reduce stress, and finding one's Zen.
- Our Program was one of the recipients of the 2016 Innovations in Special Education by the New Jersey School Boards Association (NJSBA).

Tier 1 Depression/ Anxiety Presentations to HS Students

- CST interns researched and provided presentations to students via Health classes on risk and resiliency factors with depression and anxiety

Tier 1 Perspective Taking Presentations to MS Students

After processing school-wide HIB data:

- CST and CST interns provided presentations to students via Health classes on respecting differences

Tier 2 Intervention with Parents

- Workshop series for parents of Pre-K and Kindergarten students
- Provided by FDU professor and school psychologist interns
- Intervention: Shared reading strategies at home

Tier 2 After-School Programming

Supporting Reading and Growth Mindset with
The Learning Connection (TLC)

The Learning Connection (TLC)

Designed to provide additional support to 3rd thru 5th graders within the Dumont School District

Recommended by teachers for students in need of additional academic and social-emotional support

Included students with and without IEPs

TLC Participants

Approximately 20 3rd graders & 20 5th graders

Intervention Teachers (BSI)

Administered pre and post DIBELS ORF measure

High School Mentors

Mentored elementary school students

Higher education institution graduate students

Administered Mindset Measure

Mentored elementary and high school students

TLC High School Mentors

Recruited by a collaborative effort involving Guidance, Director of Special Services, and Director of Curriculum

Linked volunteer time with Option 2 graduation credit potential

Allowed flexibility of their schedules (i.e., school sports, etc)

Received behavioral training from Higher Ed Institution Graduate Students

TLC Teachers and Instructional Assistants

Met with the students' respective teachers to receive academic, behavioral, or social-emotional information in order to tailor lessons/ activities.

Instruction took place in High School Media Center with access to technology

TLC Time Structure

3rd and 5th Grade met 2x per week for 16 total sessions (or “doses” of intervention)

3:30 - 4:00 p.m.

Healthy snack & Homework help with Dumont High School student mentors and FDU undergraduate student mentors.

4:00 – 4:30 p.m.

Teacher lesson in Language Arts

4:30 – 5:00 p.m.

Access to online educational applications, teacher directed Mindset activities, and standardized testing related activities.

Small Group Activity 2 (5 minutes)

Talk with someone next to you, behind you, or in front of you about the following questions:

1) How can you change this fixed mindset to a growth mindset statement?

“This is so easy for me”

Small Group Activity 3 (5 minutes)

Talk with someone next to you, behind you, or in front of you about the following questions:

1) How can you change this fixed mindset to a growth mindset statement?

“I am never going to understand this!”

Small Group Activity 4 (5 minutes)

Talk with someone next to you, behind you, or in front of you about the following questions:

1) How can you change this fixed mindset to a growth mindset statement?

“She is the smart one; I will never be like her.”

Why Focus on Reading & Mindset?

Mindset predicts decoding and reading comprehension skills in 4th graders, and that struggling readers can benefit from interventions focused on strengthening their mindset at a global level

(Petscher, Al Otaiba, Wanzek, Rivas, & Jones, 2017)

Dumont Mindset Data

3rd grade:

- January: 32% Strong Growth Mindset
- March: 68% Strong Growth Mindset

5th grade:

- January: 38% Strong Growth Mindset
- March: 50% Strong Growth Mindset

Final Thoughts / Questions