

Regional Spring Counselor Workshop

Mississippi Department of Education

February 2020



Dr. Jennifer Trammell, Director of K-12 Academic Counseling

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1

Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



Enneagrams

QUIZ TIME

What type are you?

<https://www.truity.com>

Click Personality Tests

Click Enneagram Test

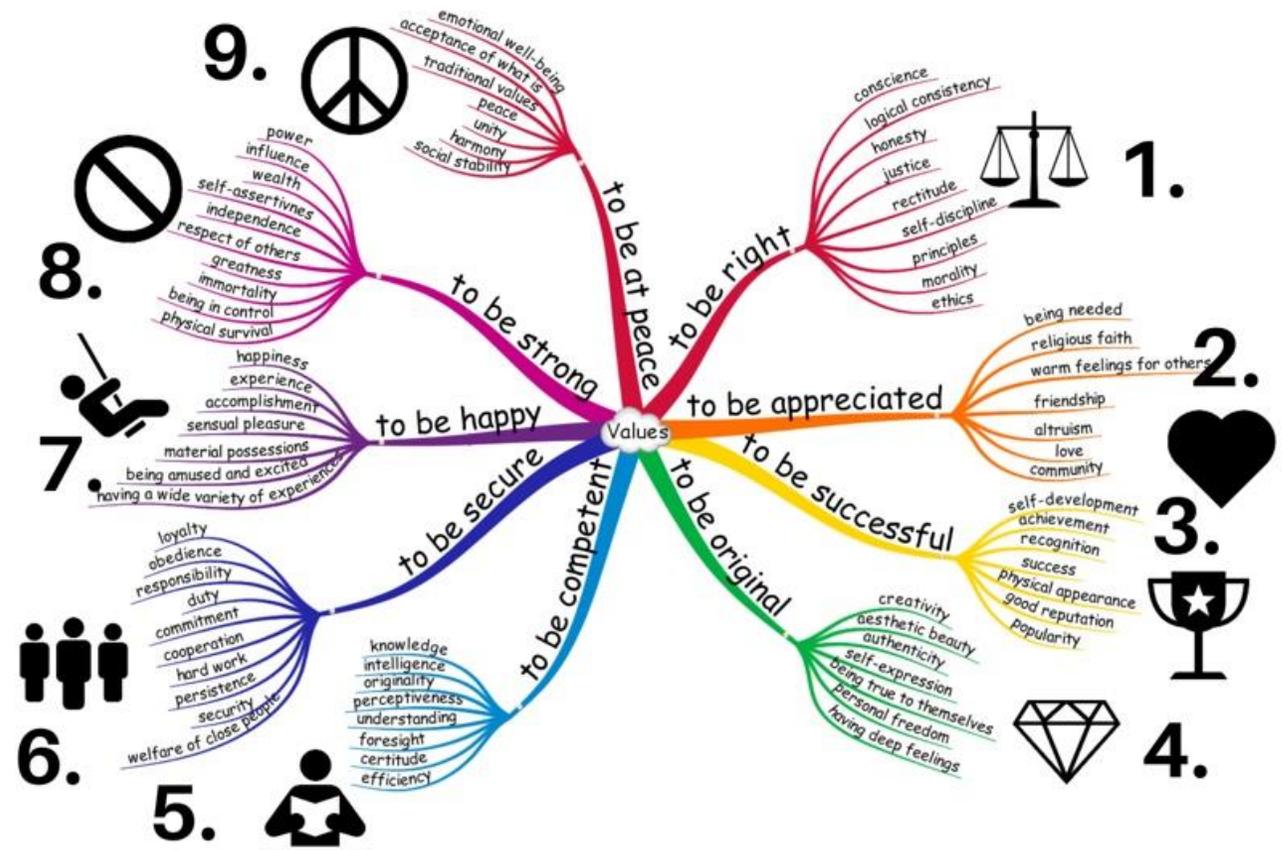


Take 10 minutes and complete this quiz

Enneagram Types

What type are you?

- 1 THE PERFECTIONIST
- 2 THE GIVER
- 3 THE ACHIEVER
- 4 THE INDIVIDUALIST
- 5 THE INVESTIGATOR
- 6 THE LOYALIST
- 7 THE ENTHUSIAST
- 8 THE CHALLENGER
- 9 THE PEACEMAKER



DESCRIBE MY TYPE

4 WORDS TO DESCRIBE EACH TYPE

- TYPE 1 PERFECTIONIST, IDEALIST, PRINCIPLED, CRITICAL
- TYPE 2 RELATIONAL, GENEROUS, INSECURE, SELF-UNAWARE
- TYPE 3 IMAGE-CONSCIOUS, AMBITIOUS, ADAPTABLE, MOTIVATED
- TYPE 4 DRAMATIC, ARTISTIC, MELANCHOLIC, INTUITIVE
- TYPE 5 PERCEPTIVE DETACHED, INFORMED, INTROVERTED
- TYPE 6 FEARFUL, LOYAL, PROCRASTINATION, COMMITTED
- TYPE 7 ENTERTAINING, ACCOMPLISHED, UNINHIBITED, MANIC
- TYPE 8 SELF-CONFIDENT, DECISIVE, JUST, LEADER
- TYPE 9 PEACEFUL, REASSURING, COMPLACENT, NEGLECTFUL

Enneagrams

Attending a Conference

FOR EACH ENNEAGRAM TYPE

1: HAVING YOUR ENTIRE CONFERENCE SCHEDULE PLANNED OUT

2: HELPING WITH WHATEVER IS NEEDED

3: PRESENTING

4: SCOPING OUT THE UNIQUE RESTAURANTS

5: LOOKING FORWARD TO REVIEWING ALL OF THE CONFERENCE MATERIALS

6: NERVOUS ABOUT MEETING NEW PEOPLE

7: SIGHTSEEING AS MUCH AS POSSIBLE

8: MAKING SURE THE CONFERENCE IS STICKING TO THE AGENDA

9: GOING ALONG WITH WHAT YOUR GROUP WANTS TO DO AT NIGHT

@ENNEAGRAMASHTON

Enneagrams

Driving

FOR EACH ENNEAGRAM TYPE

- 1: CAR IS EXTREMELY CLEAN**
- 2: ALLOWS PEOPLE TO TURN IN FRONT OF THEM**
- 3: THINKS THEY ARE THE BEST DRIVER**
- 4: HAS A PERFECT PLAYLIST CREATED**
- 5: KNOW EVERY BACK ROAD AND THE BEST WAY TO GET PLACES (SO THEY THINK)**
- 6: STRESSED OUT AT ANY INDICATION OF TRAFFIC**
- 7: GOING BACK AND FORTH BETWEEN TALKING ON THE PHONE AND SINGING ALONG TO MUSIC**
- 8: SOMEONE CUTTING YOU OFF IS UNFORGIVEABLE**
- 9: CALM, COOL, AND COLLECTED**



@enneagramashton

Enneagrams

going out to eat

FOR EACH ENNEAGRAM TYPE

- 1: ANNOYED THAT THE SERVICE IS TAKING FOREVERRRRRR
- 2: THE WAITER ASKS HOW YOU ARE, BUT YOU REALLY WANT TO KNOW ABOUT THEM.
- 3: THE BEST TIPPER
- 4: THINKING THE RESTAURANT NEEDS MORE CANDLES OR MAYBE A FIREPLACE
- 5: TAKEOUT
- 6: ORDERING THE SAME THING EVERY TIME
- 7: WISHING YOU COULD TRY EVERYTHING ON THE MENU
- 8: SENDING YOUR 9 FRIEND'S ORDER BACK FOR THEM
- 9: YOUR ORDER WAS WRONG BUT THERE'S NO WAY YOU'RE SENDING IT BACK

@ENNEAGRAMASHTON

Enneagrams

Airport Habits

by enneagram type

1 - DOESN'T STAND UNTIL THEIR SECTION IS BOARDING.

2 - HELPS OTHER PEOPLE GET THEIR BAG INTO THE OVERHEAD BINS.

3 - EVERYTHING IS READY TO GO BEFORE THEY EVER REACH SECURITY. SHOES OFF, LAPTOP OUT, LIQUIDS READY TO GO.

4 - CREATES STORIES ABOUT THE PEOPLE IN THE AIRPORT. WHERE ARE THEY GOING? WHAT DO THEY DO FOR WORK?

5 - RESEARCHES THE FLIGHT PATH OF THEIR TRIP AND KNOWS ALL ABOUT THEIR PLANE BEFORE THEY ARRIVE.

6 - GOES STRAIGHT TO THE GATE BEFORE DECIDING WHERE THEY SHOULD EAT OR IF THEY HAVE TIME TO GO TO THE BATHROOM.

7 - BUYS A PASS TO THE AIRPORT LOUNGE NO MATTER HOW LONG THE LAYOVER IS.

8 - STANDS UP AS SOON AS THE FLIGHT LANDS.

9 - APOLOGIZES 500,000 TIMES TO 200 STRANGERS FOR TAKING UP SPACE. @enneagramandcoffee

Gift Ideas

by enneagram type

TYPE 1 | DAY PLANNER

TYPE 2 | SPA DAY

TYPE 3 | SOMETHING REALLY FANCY

TYPE 4 | ANYTHING BEAUTIFUL OR
RELATED TO A MEMORY.

TYPE 5 | A REALLY GOOD BOOK

TYPE 6 | AN EXPERIENCE YOU GO ON
TOGETHER

TYPE 7 | EXPERIENCIAL GIFTS

TYPE 8 | GIFT CARDS

TYPE 9 | SOMETHING THEY MENTIONED
EARLIER IN THE YEAR AND YOU MADE A
POINT TO REMEMBER.



Enneagrams

Road trips

FOR EACH ENNEAGRAM NUMBER

1. **“WE’RE LEAVING AT 6:05 AM SHARP”**
2. **PACKED SNACKS FOR EVERYONE**
3. **LISTENS TO PODCASTS AND MAKES BUSINESS PHONE CALLS**
4. **PLAYLIST IS LOADED WITH A VARIETY OF SONGS**
5. **USES GPS THE WHOLE TIME**
6. **PACKED THE EMERGENCY KIT AND HAS ROADSIDE ASSISTANCE ON SPEED DIAL**
7. **INVITES ALL THEIR FRIENDS**
8. **THE DRIVER.**
9. **TRAFFIC? NO PROBLEM! WE’LL GET THERE WHEN WE GET THERE**

Going to Target

For each enneagram type

- 1: SHOWS UP WITH A LIST.
- 2: RETURNS ALL OF THE CLOTHES FROM THE DRESSING ROOM.
- 3: TAKING BETS ON HOW MUCH YOU'RE GOING TO SPEND.
- 4: SPENDING QUALITY TIME IN THE CARD AISLE.
- 5: WWW.TARGET.COM
- 6: BUYING ONLY THINGS THEY NEED.
- 7: TAKING IN THE MAGIC OF TARGET.
- 8: KNOWS WHAT THEY WANT BEFORE THEY EVEN GET THERE.
- 9: CAN'T MAKE A DECISION ON THE ITEMS THAT THEY WANT.



@enneagramashton

Enneagrams

But really...

Type 1	Total Perfectionist
Type 2	Hugger Not A Fighter
Type 3	Energizer Bunny
Type 4	Are You OK?
Type 5	The Googler
Type 6	Emergency Exit
Type 7	Chronic FOMO
Type 8	One Tough Cookie
Type 9	Naptime

That sure was fun but....
why is this important?



Social and Emotional Learning

Ask Yourself...

“If a child does not know how to read, we ...”

“If a child does not know how to swim, we ...”

“If a child does not know how to multiply, we ...”

“If a child does not know how to drive, we ...”

“If a child does not know how to behave, we ...”
... teach? ... punish?

Are you able to finish the last sentence as automatically as the others? Why not?

Social and Emotional Learning (SEL)

What is SEL?

- Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (Casel, 2019)

Five Keys to Social and Emotional Success

<https://www.youtube.com/watch?v=DqNn9qWoO1M>



Social and Emotional Learning



© CASEL 2017

Social and Emotional Learning (SEL)

School, Classroom, and Home Resources



School leaders are establishing a welcoming climate of teamwork and collaboration and integrating SEL into all aspects of the school day.

[Learn more.](#)



In classrooms teachers are modeling respect and empowering students in every interaction and teaching SEL directly and as part of reading, math, and other subjects.

[Learn more.](#)



In homes family members are modeling and supporting the kinds of positive behaviors that help children develop into competent and caring adults.

[Learn more.](#)

(Casel, 2019)

Social Emotional Competencies

Two Educational Strategies

- Systematically **teaching, modeling,** and **facilitating** the application of **social** and **emotional competencies** in ways that allow students to apply them as part of their daily repertoire of behaviors
- Establishing **safe, caring,** and **highly engaging learning environments** involving peer and family initiatives and school wide community building activities

CASEL's Five Competence Domains

Self-Awareness

Competence in self-awareness involves the **understanding of** one's **emotions, personal goals,** and **values**

- (a) involves accurately assessing one's strengths and limitations
- (b) having positive mindsets
- (c) possessing a well-grounded sense of efficacy and optimism

How thoughts, feelings and actions are interconnected.



CASEL's Five Competence Domains

Self-Management

Competence in self-management requires **skills** and **attitudes** that facilitate the ability to **regulate emotions and behaviors**

(a) delay gratification

(b) manage stress

(c) control impulses

(d) persevere through challenges to achieve personal and educational goals

CASEL's Five Competence Domains

Social-Awareness

Competence in social awareness involves the **ability** to **take the perspective** of those with **different backgrounds** or **cultures** to **empathize** and **feel compassion**

- (a) understanding social norms for behavior
- (b) recognizing family, school and community resources and supports



CASEL's Five Competence Domains

Relationship Skills

Relationship skills provide children with the **tools** they need to **establish** and **maintain** healthy and rewarding **relationships**. Competence in this domain involves:

- (a) communicating clearly
- (b) listening actively
- (c) cooperating
- (d) resisting inappropriate social pressure
- (e) negotiating conflict constructively
- (f) seeking help when it is needed



CASEL's Five Competence Domains

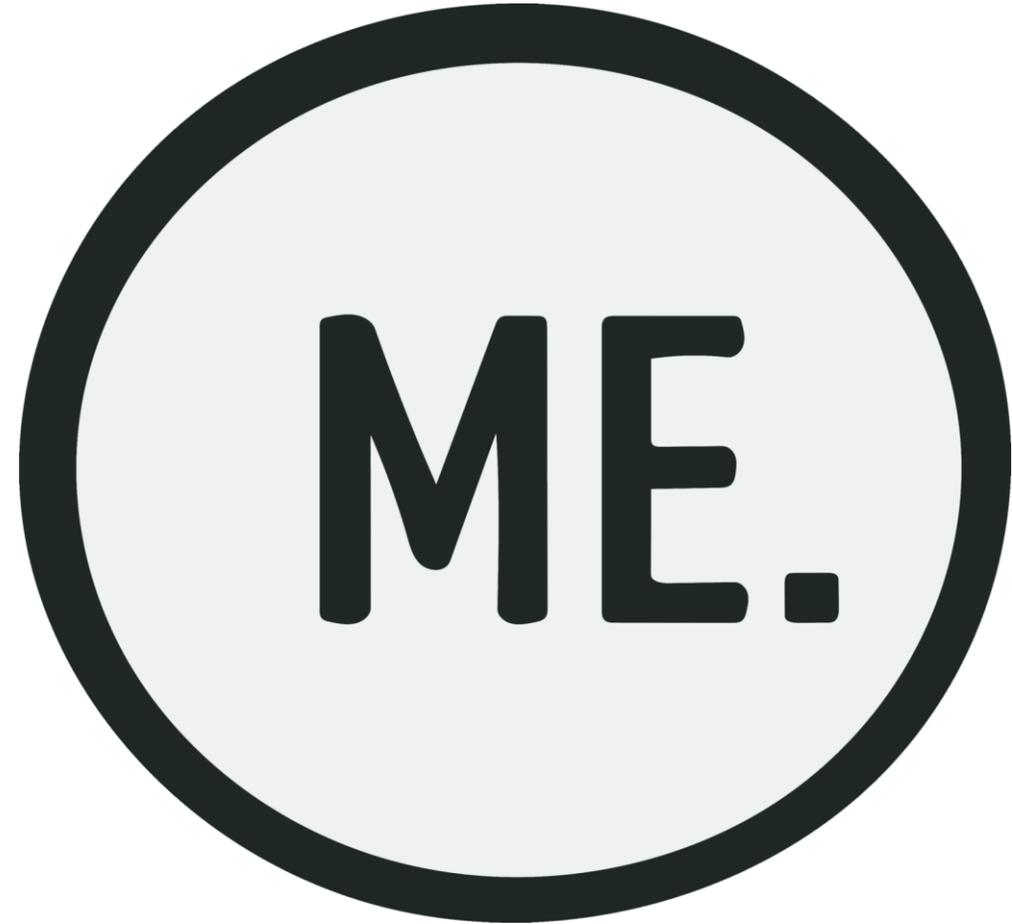
Responsible Decision Making

Responsible decision making requires the **knowledge, skills,** and **attitudes** needed to make **constructive choices** about **personal behavior** and **social interactions** across diverse settings. It requires the ability to

- (a) consider ethical standards and safety concerns
- (b) make realistic evaluation of consequence
- (c) take the health and wellbeing of self and others into consideration *prior to* engaging in actions

Self-Awareness Activity

Step 1:
Number 1-7 on
a sheet of paper



Step 2: Complete these lines:

- Line 1: Your First Name
- Line 2: Four words that describe you...
- Line 3: Relative of...
- Line 4: Fanatic of...
- Line 5: Who feels...
- Line 6: Who needs...
- Line 7: Who gives...
- Line 8: Who fears...
- Line 9: Who would like to see....
- Line 10: Your last name

Building Relationships

Building Relationships

Hierarchy of Friendship

- Stage 1 – Play Partner
- Stage 2 – People to chat to
- Stage 3 – Help and encouragement
- Stage 4 – Intimacy/empathy
- Stage 5 – The sure shelter

Hierarchy of Friendship

Stage 1 – Play Partner



- Earliest stage of friendship
- A friend is someone who plays with the child.
- Often a friend with share and let the other borrow toys

Hierarchy of Friendship

Stage 2 – People to Chat to

- A friend is someone who shares the same interests.
- Conversations move away from the game or activity that is involved to more personal topics.
- Children begin to learn and ask questions about each other.



Hierarchy of Friendship

Stage 3 – Help and Encouragement



- A friend is considered someone who will help, support, and encourage.
- These particular friendships are one-way.

Hierarchy of Friendship

Stage 4– Intimacy/Empathy

- In this relationship, both friends give support and encouragement to one another.
- Friends begin to emotionally bond.
- Giving and receiving affection becomes a vital part of the relationship.



Hierarchy of Friendship

Stage 5– The Sure Shelter

- A relationship that consists of trust, fidelity, and unconditional acceptance.
- “A place where you can take your mask off”.
- Gifted students yearn for this friendship years before their peers.



Building Relationships

Tips when encouraging peer interactions

- Encourage participation in clubs or organizations
- Student led activities
- Include group projects
- Pair students with similar interests, abilities, or drives
- Teach interpersonal skills in your classroom

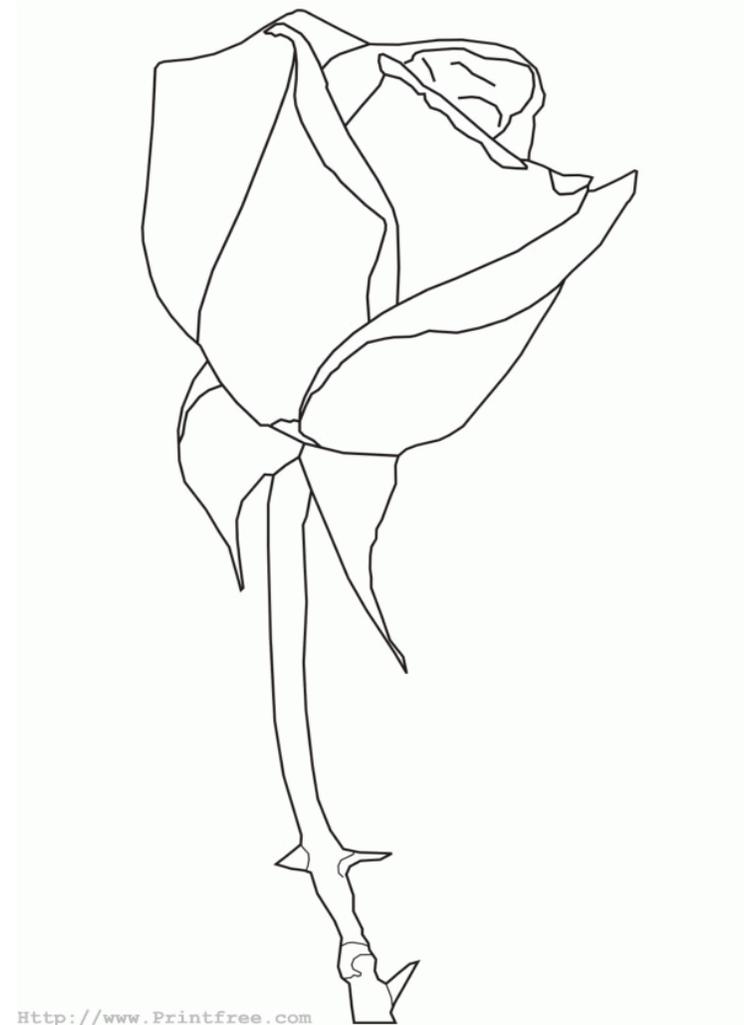
Relationship Skills Activity

Rose Blossom Thorn

Step 1: On your sheet of paper draw a rose.

Be sure to include the following:

- Blossom
- Stem
- Thorns



Rose Blossom Thorn

Step 2: Take two minutes to label the following:

- Rose = something positive that happened this past week
- Blossom = something you are looking forward to next week
- Thorn = something you need help with within the next week

Rose Blossom Thorn

Step 3: Find a partner

- Choose someone that you don't know well
- Share your Rose, Blossom, and Thorn
- What is something new that you learned about your partner?
- How did you connect with your partner?
- How did this activity make you feel?

Communication Skills

Communication Skills

Children Learn to Communicate in Three Ways:

- How parents interact with them
- Observing parents how they interact with others
- Their own interactions with others

*Children need to time to learn to communicate

Communication Skills

Communication directly correlates with literacy

- The more positive communication between parents and children, the better readers they become.
- Helps children establish a strong voice
- Children in homes that value SEL have a rate of 3 million more words before the age of three.

Communication Skills

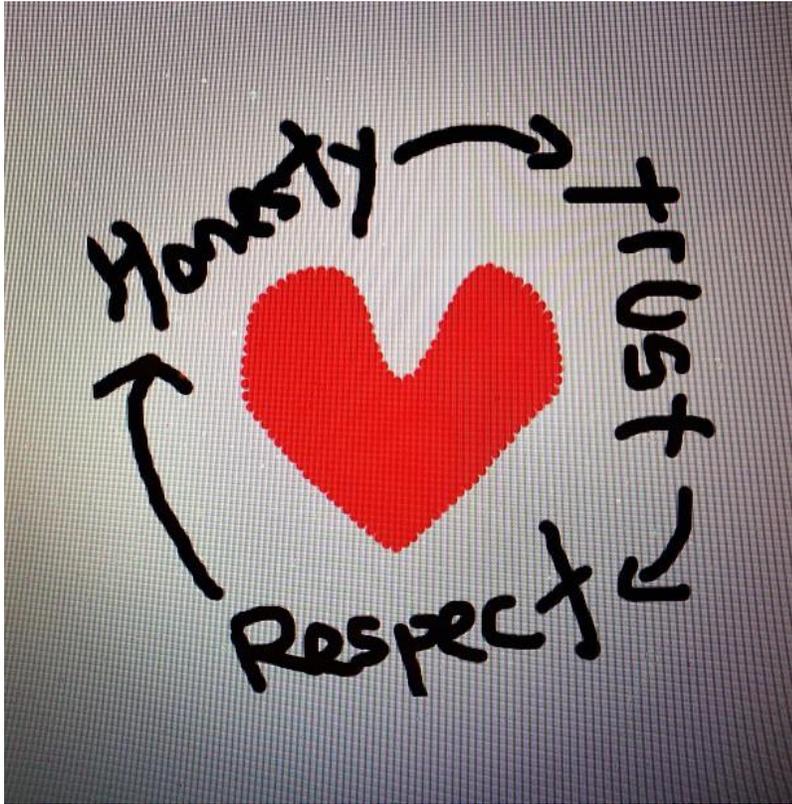
How can we help teach and strengthen our students' communication skills?

- Listen more than talk
- Accept feelings (even if you don't agree!)
- Create and maintain a positive culture in your classroom
- Understand silence
- Use reflective listening



Communication Skills

How can we help teach and strengthen our gifted students' communication skills?



- Separate behavior from the child
- Teach interpersonal skills
- Be honest
- Communicate with touch
- Share your own experiences and feelings
- Award honesty

Teaching Interpersonal Skills

- The use of appropriate greetings
- The importance of initiating activities with their peers
- How to carry on a conversation without being distracted
- How to be assertive without being aggressive or disrespectful
- Proper strategies for conflict resolution
- How to negotiate and compromise appropriately
- Understanding non-verbal communication

Goal Setting

Goal Setting

“Achievement is most positively affected by students and teachers setting challenging goals that are relevant to the students’ level of abilities and achievement”

-Richard M. Cash

Goal Setting

DID YOU KNOW.....

- Students who set more challenging goals out-performed their peers.
- Goal setting positively reinforces their abilities
- The most important part of goal setting with students is the initial level of commitment that is expressed.
- It is best to move students from a performance-approached goal (I am better than others) to a mastery-approach goal (my personal best).

Goal Setting

SMARTS/S Goals

S = Specific. The more specific a goal is the more likely a student is to achieve it.

M = Measurable. The student should learn how to measure the goals and how to track it.

A = Achievable. We can best support the student when the goal is one that can actually be accomplished.

R = Realistic. The “Goldilocks Principle”- Just right!

T = Timely. Not too long or too short.

S/S = Strategies to Success. Knowing which strategies to use when is crucial



Strategies to Success

- Helps to deal with complex situations
- Teach students more than one strategy!
- Students must learn to try different strategies to achieve success as well as refine ones that have previously worked.
- Have students share with their peers what has worked for their goals. Peer sharing is powerful!

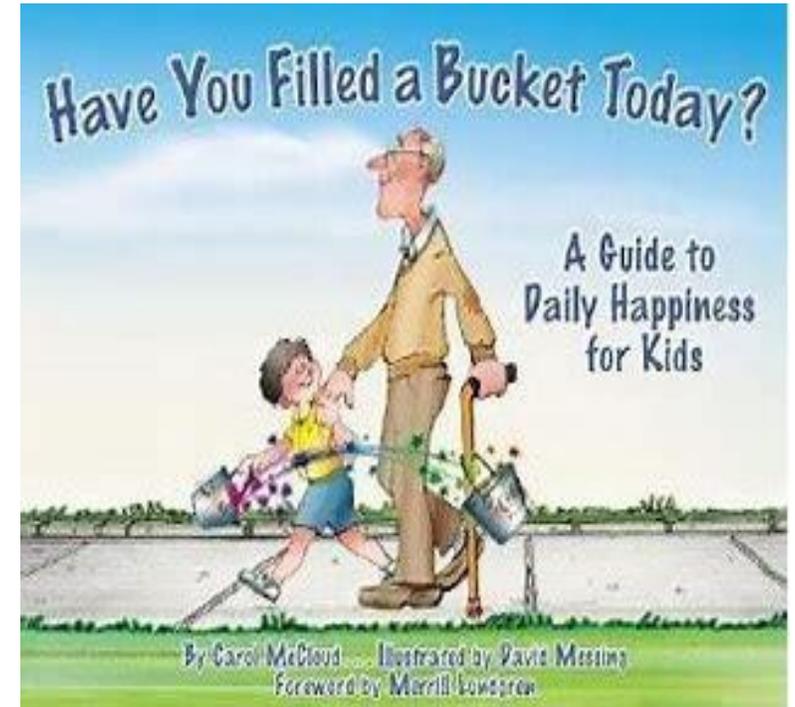
Teachers can help support students in setting quality goals by:

- Help students identify their “ideal self”
- Keep students aware of the strategies and skills they are developing to achieve the ideal self.
- Openly express your belief that they can accomplish their goals.
- Provide constant support but don't enable
- Provide effective feedback

Social and Emotional Learning

Tips to Integrating SEL

- Use story time for teachable moments
- Work in partnerships
- Teach them how to work in a group
- Nurture a culture of kindness
- Give them new words to say



<https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day>

Social and Emotional Learning

Tips to Integrating SEL



- Set up a peace place
- Utilize peer mediation
- Practice lots of role-play
- Allow for talk time
- Buddy up with an older or younger class
- Build community with class teams

<https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day>

Social and Emotional Learning

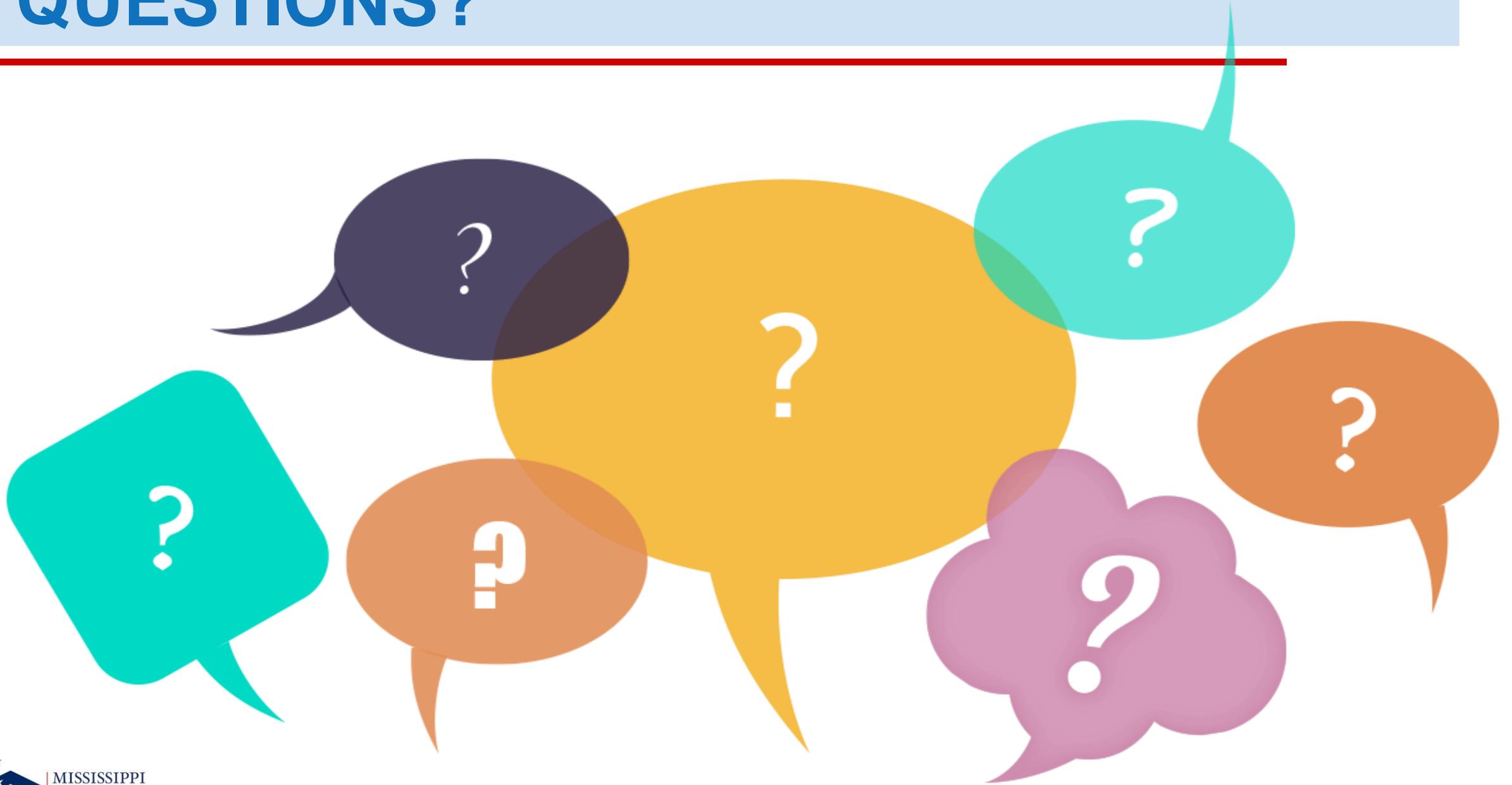
Tips to Integrating SEL

- Student journaling
- Encourage expression through art
- Assign interview projects
- Give them a job



<https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day>

QUESTIONS?



References

Babywisemom (2018, January 18). *How to teach a gifted child communication skills*. Retrieved from www.babywisemom.com

Cash, R. (2018, January 4). *SMART goals for gifted students*. Retrieved from <https://freespiritpublishingblog.com/2018/01/04/smart-goals-for-gifted-students/>

Gross, M. (2006). *Tips for parents: gifted children's friendships*. Retrieved from <https://www.davidsongifted.org/Search-Database/entry/A10400>

www.casel.org

www.raisinglifelonglearners.com



MISSISSIPPI
DEPARTMENT OF
EDUCATION

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<https://www.mdek12.org/CTE/OCCSS>

mdek12.org



SPECIAL EDUCATION

Alternate Diploma



Only students who have met the IEP criteria as a student with a significant cognitive disability (SCD) may participate in a program of study to earn the Alternate Diploma.



State Definition of SCD

Significant Cognitive Disability (SCD) – For a student to be classified as having a significant cognitive disability, all of the following must be true:

- The student demonstrates significant cognitive deficits and poor adaptive skill levels (as determined by that student’s comprehensive assessment) that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations.
- The student requires extensive direct instruction in both academic and functional skills in multiple settings to accomplish the application and transfer of those skills.
- The student’s inability to complete the standard academic curriculum is not the result of excessive or extended absences or primarily the result of visual, auditory, or physical disabilities; emotional/behavioral disabilities; specific learning disabilities; or social, cultural, or economic differences.

Identifying Students as SCD

In order to be considered SCD, students must meet all three of the standards listed on the IEP

Significant Cognitive Disability (SCD) Determination	
<i>To be classified as a student having a significant cognitive disability, <u>ALL</u> of the criteria below must be true.</i>	
<input type="checkbox"/> Yes <input type="checkbox"/> No	The student demonstrates significant cognitive deficits and poor adaptive skill levels (as determined by that student's comprehensive evaluation) that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications.
<input type="checkbox"/> Yes <input type="checkbox"/> No	The student requires extensive direct instruction in both academic and functional skills in multiple settings to accomplish the application and transfer of those skills.
<input type="checkbox"/> Yes <input type="checkbox"/> No	The student's inability to complete the standard academic curriculum is neither the result of excessive or extended absences nor is primarily the result of visual, auditory, or physical disabilities, emotional-behavioral disabilities, specific learning disabilities or social, cultural, or economic differences.
<input type="checkbox"/> The student MEETS the criteria for having a significant cognitive disability.	
<input type="checkbox"/> The student DOES NOT MEET the criteria for having a significant cognitive disability.	

SCD Determination Guidance Document



SCD Determination Guidance Document

SCD Standard 1: The student demonstrates **significant cognitive deficits and poor adaptive skill levels** (as determined by the student's comprehensive evaluation) that prevent participation in the standard academic curriculum or achievement of the academic content standards, even with accommodations and modifications.

The student has an IQ score or developmental level two or more standard deviations below the mean.	True	False
The student is not able to exhibit adaptive skills that would allow him/her to function independently and safely in daily life.	True	False
With accommodations/modifications in place, the student is not able to participate in and make progress in the standard academic curriculum.	True	False
The student meets the criteria for SCD Standard 1 (must mark True to all statements in order to mark Yes).	Yes	No

SCD Standard 2: The student consistently requires extensive direct instruction in both **academic and functional** skills in multiple settings to accomplish the application and transfer of those skills.

The student consistently requires extensive repeated, individualized instruction and support that is not of a temporary or a transient nature, in both academic and functional skills in order to gain educational benefit.	True	False
The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.	True	False
The student meets the criteria for SCD Standard 2 (must mark True to all statements in order to mark Yes).	Yes	No

SCD Standard 3: The student's inability to complete the standard academic curriculum is neither the result of excessive or extended absences nor is primarily the result of visual, auditory, or physical disabilities, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, or economic differences.

The student's absences may be excessive and/or extended, but are not the primary reason the student cannot complete the standard academic curriculum.	True	False
The student's inability to complete the standard academic curriculum is not primarily due to one of the following: Specific Learning Disability, Emotional Disability, Language/Speech Impairment, Visual Impairment, Hearing Impairment, Orthopedic Impairment and/or Other Health Impairment	True	False
The student meets the criteria for SCD Standard 3 (must mark True to all statements in order to mark Yes).	Yes	No

Does the student meet the criteria for all three (3) SCD Standards?

YES

NO

<https://www.mdek12.org/OSEIP>

Alternate Diploma

- The Alternate Diploma is not the equivalent of a traditional high school diploma and is not recognized by post-secondary entities that require a traditional high school diploma.
- IEP TEAM Committee decision
- MSIS Course Codes can be found in the Course/Work Area Codes Report.



Which high school Alternate Diploma courses currently require Mississippi Academic Assessment Program – Alternate (MAAP-A) to be administered?

- Alternate Biology
- Alternate English II
- Alternate Algebra

Alternate Diploma Course Substitutions

- Currently working on a list of general education courses that may be substituted in lieu of the alternate courses.
- Open for public comment soon.



Alternate Diploma Course of Study

- 4 units of English
- 4 units of Mathematics
- 2 units of Science
- 2 units of Social Studies
- 4 units of Career Readiness
- 4 units of Life Skills Development
- ½ unit in Physical Education
- 1 unit in Arts
- ½ unit in Health
- 2 units in Electives
- **Total of 24 Carnegie Units**

Located on the [MDE Office of Special Education website](#) using the following path:

- MDE OSE website > Educators > Special Education > Services > Information and Publications

Mississippi Alternate Academic Achievement Standards

- Teacher Resource Guide - Alternate K-8 Science
- Teacher Resource Guide - Alternate Biology Elements
- 2019 Mississippi Alternate Academic Achievement Standards – English Language Arts
- 2019 Mississippi Alternate Academic Achievement Standards – Mathematics
- 2019 Mississippi Alternate Academic Achievement Standards – Health
- 2018 Mississippi Alternate Academic Achievement Standards for Science K-8th and Biology
- 2019 Mississippi Alternate Academic Achievement Standards – Science Elements II
- 2019 Mississippi Alternate Academic Achievement Standards – Career Readiness I & II
- 2019 Mississippi Alternate Academic Achievement Standards – Life Skills Development I & II
- 2019 Mississippi Alternate Academic Achievement Standards - Alternate History Elements
- 2019 Mississippi Alternate Academic Achievement Standards - Alternate Social Studies Elements
- Teacher Resource Guide- Alternate English Elements I & II
- Teacher Resource Guide- Alternate Math Elements I & II
- Teacher Resource Guide- Career Readiness I
- Teacher Resource Guide- Life Skills Development I



Teacher Resource Guides (TRGs)

- Allows teachers to customize content to fit each student's needs
- Includes suggested activities, instructional strategies, sample lessons and resources
- Includes adaptations for students with varying range of disability within the classroom

Upcoming Professional Development

Upcoming Professional Development

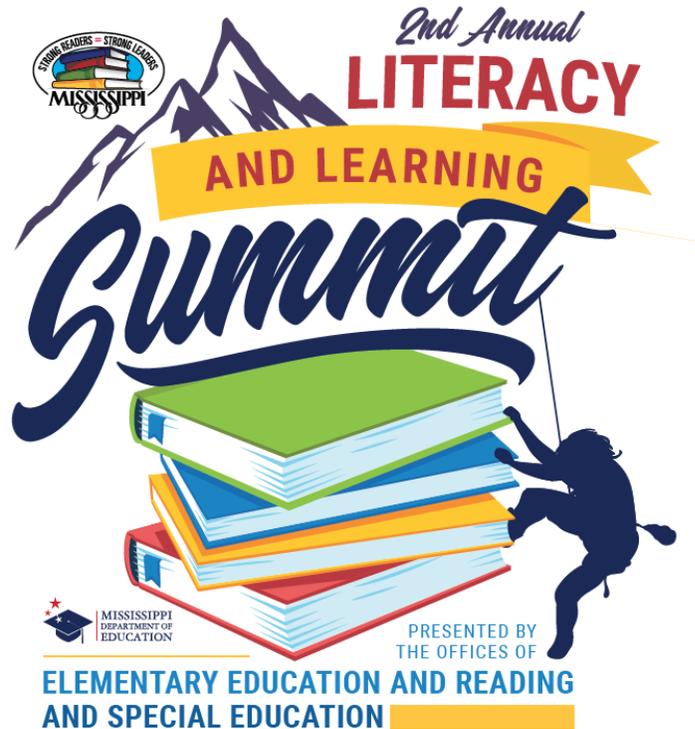
Phonics First Grades K - 5	Phonics First Grades 6 - 12	Level II K -12
Gulfport – March 9	Gulfport – March 16	Meridian – February 10
Gulfport – March 12	Gulfport – March 19	Oxford – March 23
Greenville – June 1	Jackson – June 22	Hattiesburg – April 20
Tupelo – June 8		Biloxi – June 15
Jackson – June 15		

2nd Annual Literacy and Learning Summit

2020 **MAKING CONNECTIONS** CONFERENCE

*Save
THE
Date*

FEATURING



**JUNE
2-5
2020**

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GULF COAST
CONVENTION
CENTER »»
BILOXI



MISSISSIPPI
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Break



UTILIZING LIBRARIANS

in the School Counselor Programs

Counselor Regional Trainings | February 2020



Elizabeth Simmons, MLIS, Ed.S.

Office of Elementary Education and Reading
School Library Specialist

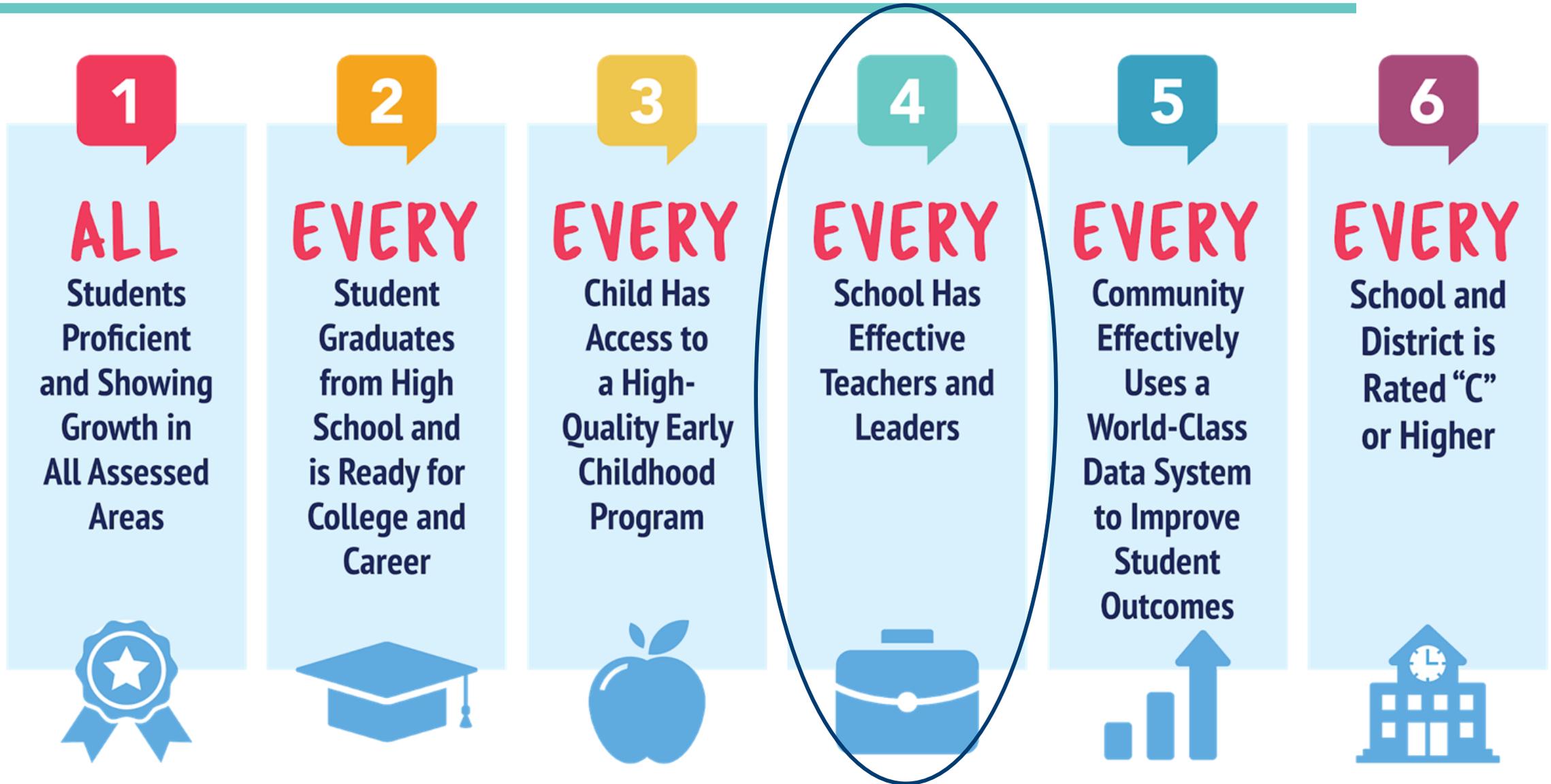


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Session Goals

At the end of this session participants will be able to...

- identify how to collaborate with school librarians in various ways to promote student voice
- locate resources in the school library or with the help of the school librarian that will aid in developing a collection of materials to promote student voice and social/emotional health, character traits, and college-and career-readiness



WARM-UP TALK

DO YOU COLLABORATE
WITH YOUR SCHOOL'S
LIBRARIAN?



COLLABORATION



WHY IT IS IMPORTANT...

Collaboration: *What is it important?*

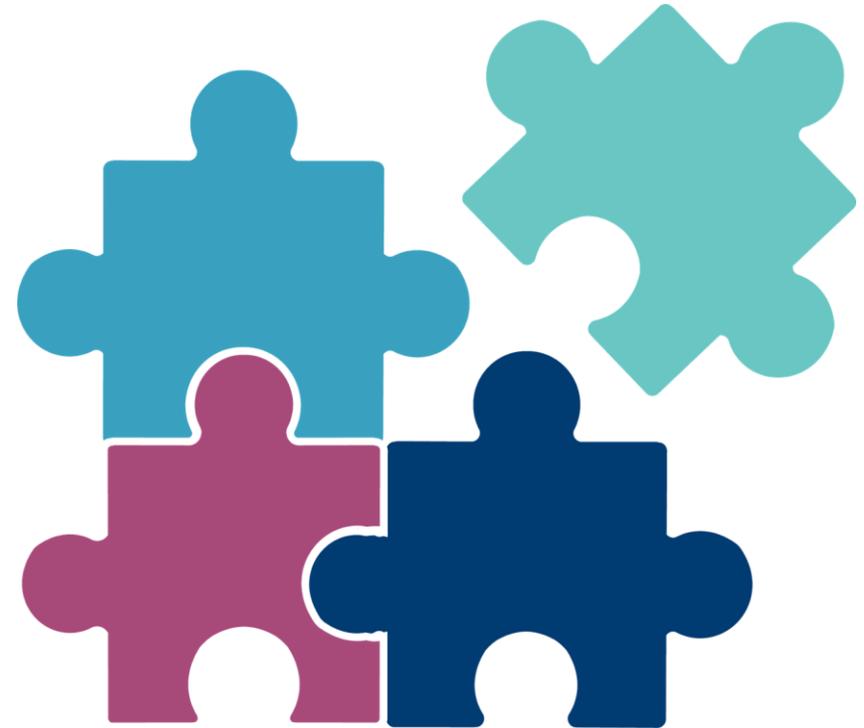
Collaboration is **key** to being a 21st century school counselor and working with other educators is one of the **greatest** collaborative efforts school counselors can make on behalf of students.

Collaboration: *Ideas for Joining Forces*

- Character trait lessons
- ACT Prep
- College visits
- Scholarship writing resources

NEW IDEAS (more on these)

- Student voice
- Safe spaces
- Reading challenges
- Helpful resources



STUDENT VOICE

HOW TO PROMOTE IT...

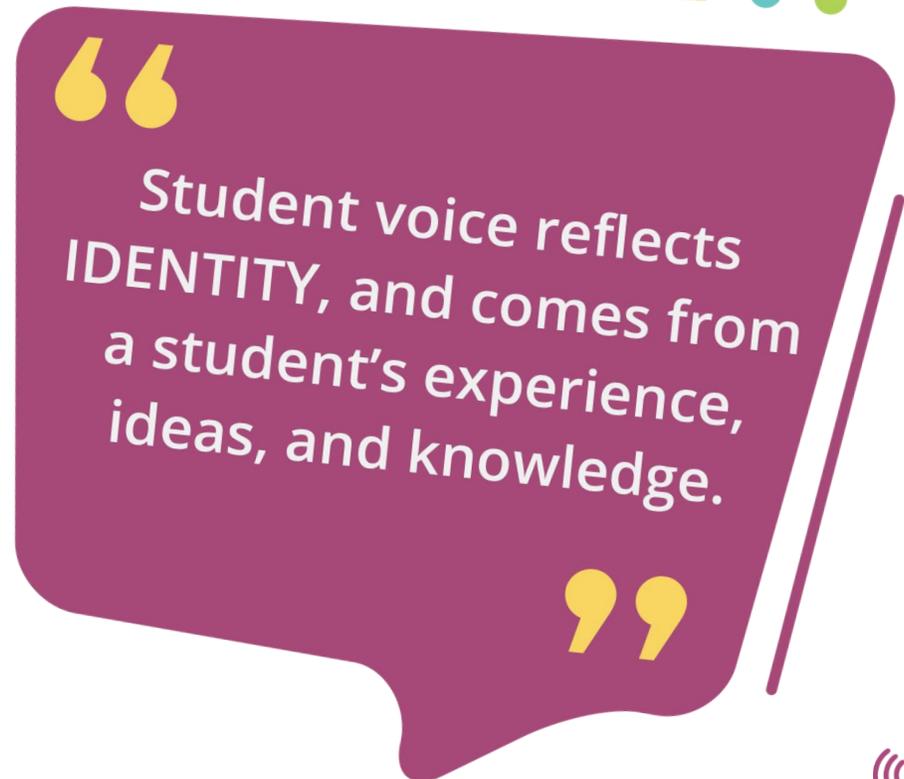


Student Voice: *What is it?*

Student voice is the individual and collective perspective and actions of young people within the context of learning and education.

Student Voice: *What is it?*

- **Knowledge**
- **Passive and Active Participation**
- **Service**
- **Activism**
- **Leadership**
- **Opinions and Ideas**
- **Voting**
- **Beliefs**

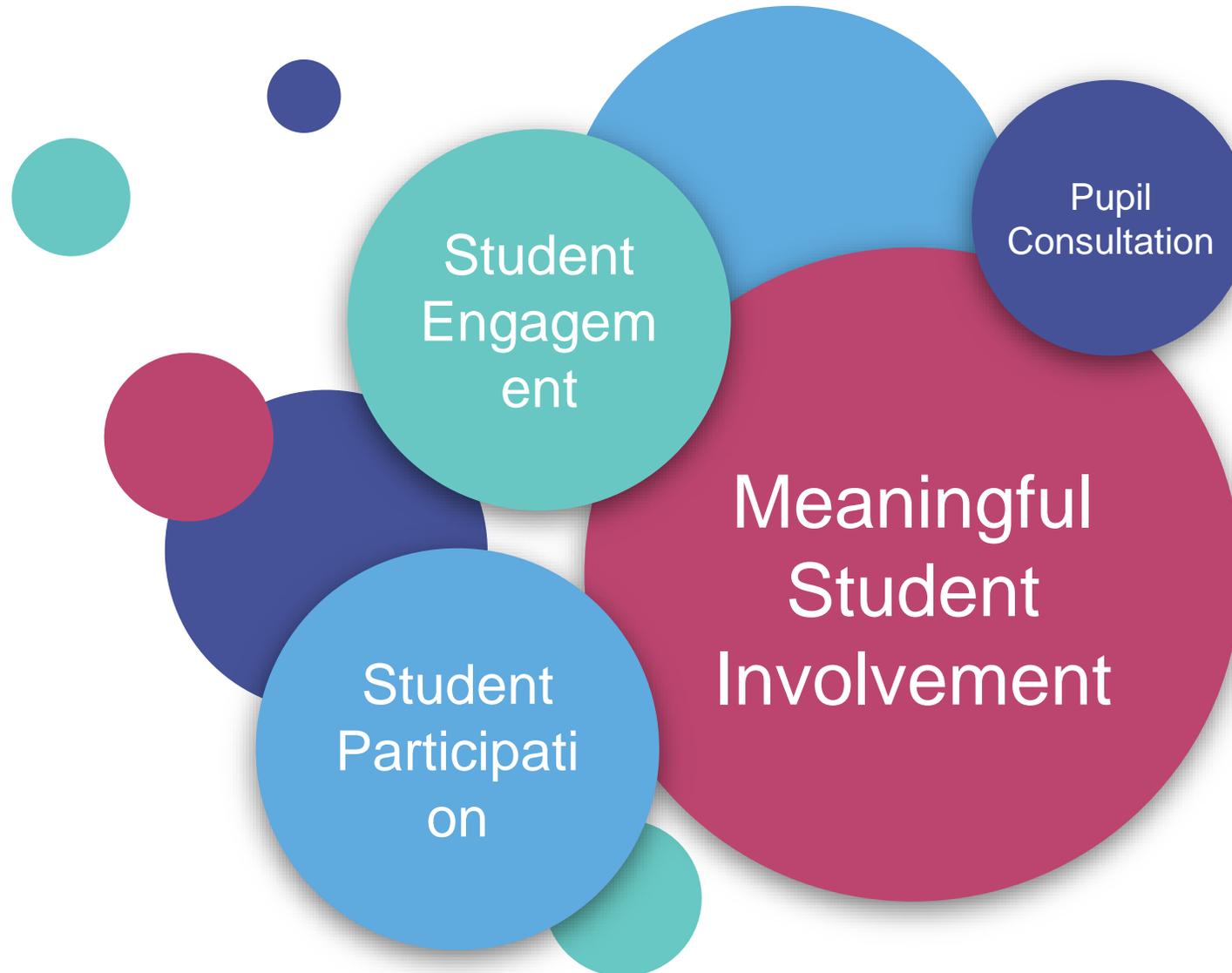


“ Student voice reflects **IDENTITY**, and comes from a student’s experience, ideas, and knowledge. ”

Student Voice: *Why is it important?*

Student achievement and engagement will increase when students have more ownership of their school community and of their learning.

Student Voice: *What does it consists of?*



Student Voice: *Encourage it*

In order for students to “develop a voice,” we need to give them multiple opportunities to share experiences, opinions, and ideas so that we build student confidence and normalize sharing.



TABLE TALK

HOW YOU CAN HELP
PROMOTE YOUR
STUDENTS' VOICES?



SAFE SPACES

HOW TO FIND HELP...



Safe Spaces: *What is it?*

According to the **Safe Space Network**,

“A Safe Space is a place where anyone can relax and be able to fully express, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, religious affiliation, age or physical or mental ability.”

Safe Spaces: *What is it important?*

Creating a space of positive school community interaction leads to a safe space for ALL.

Listening Lunches

- Peer-mentoring sessions
- Character traits
- Talent spotlights
- Book talks



Safe Spaces: *Collaboration*

Counselor-librarian collaboration creates additional access to supportive adults across the campus, decreasing stress and increasing support.



TABLE TALK

HOW CAN THE COUNSELOR
AND LIBRARIAN CREATE A
SAFE SPACE FOR STUDENTS?

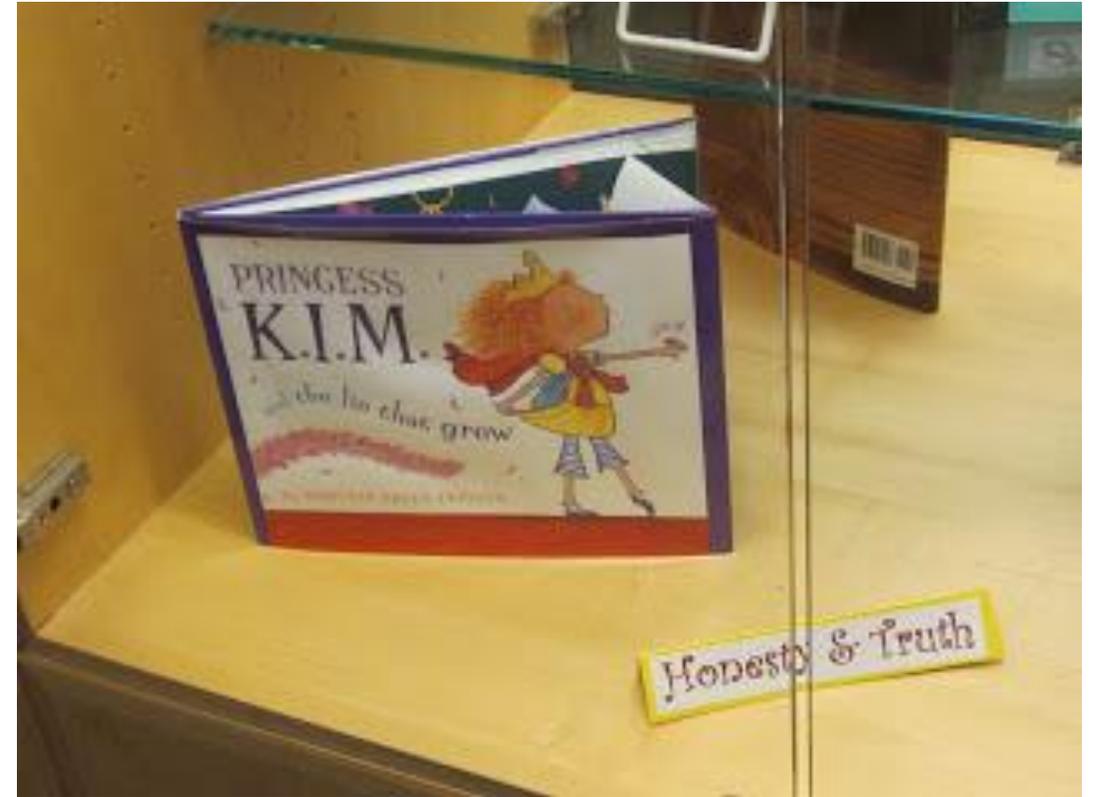
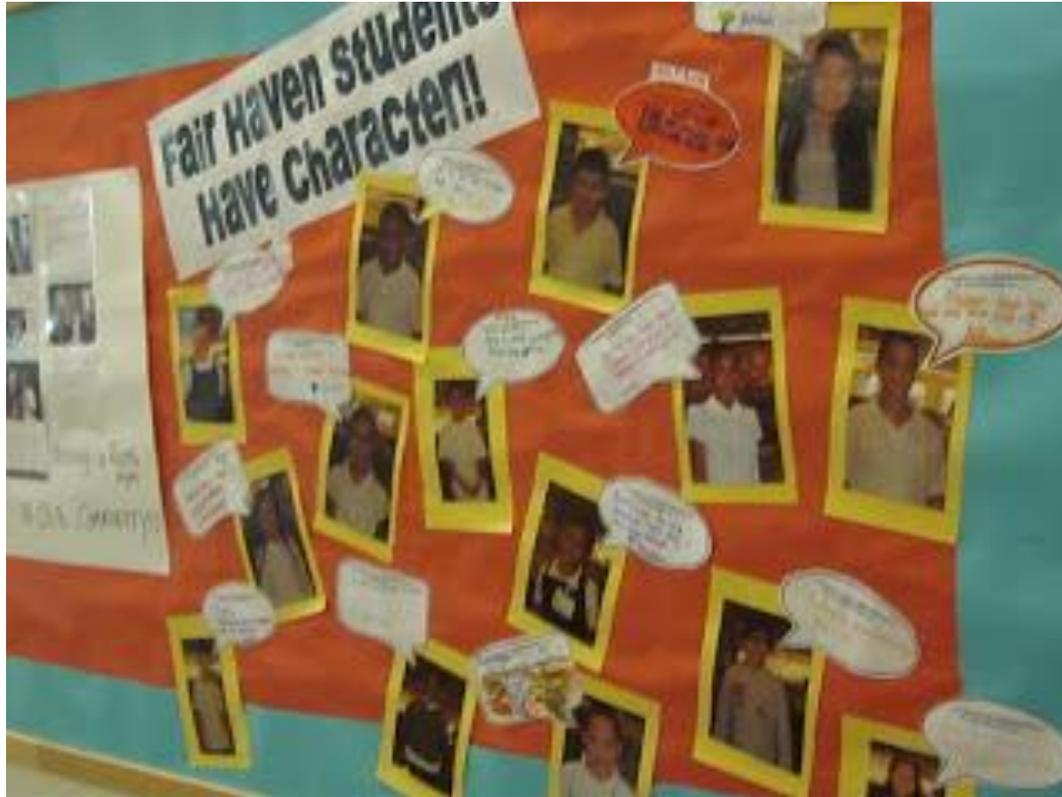


CORE ELEMENTS

READING CHALLENGES



Reading Challenges: *Book Displays*



Reading Challenges: *Book Bingo Cards*

SUMMER READING BINGO

As you complete each task, record the title and date for the book you read. Which column, row or diagonal will you finish first? Can you fill the entire card?

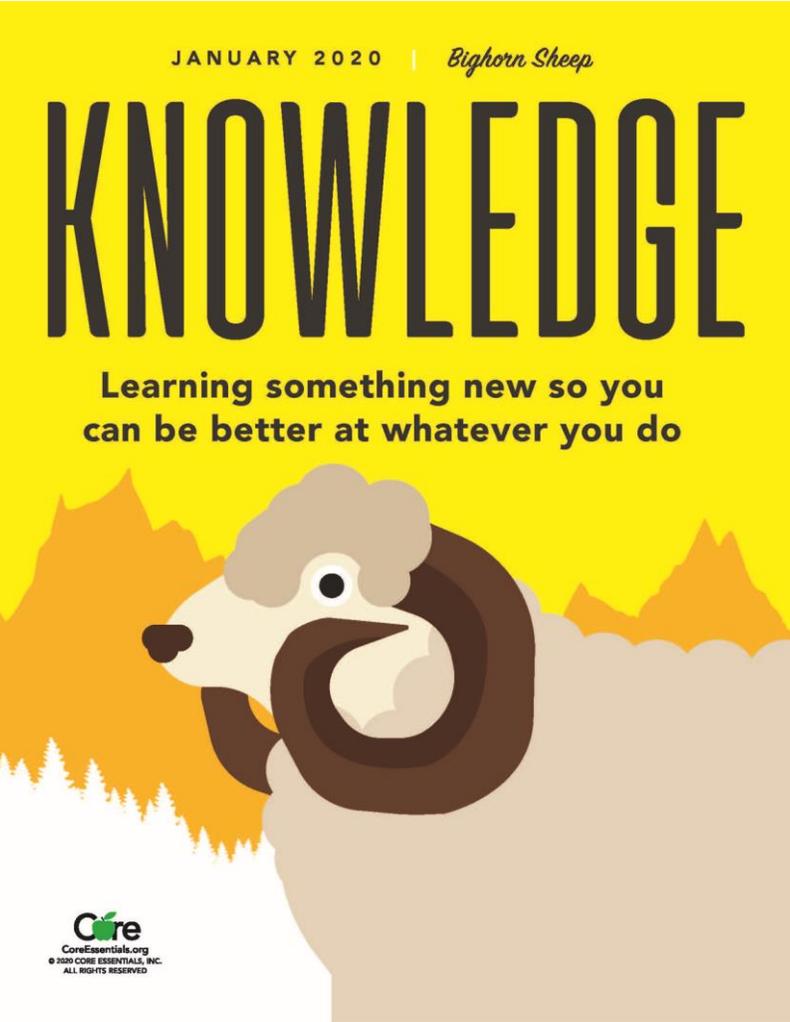
Read a book that has been made into a MOVIE Title: Date:	SWAP a book with a FRIEND Title: Date:	Read a GRAPHIC NOVEL or COMIC BOOK Title: Date:	Read a book with a ONE WORD TITLE Title: Date:	Read a NON-FICTION book Title: Date:
READ ALOUD to someone else Title: Date:	Read a book that makes you LAUGH Title: Date:	Read in BED Title: Date:	Read a book by your FAVORITE AUTHOR Title: Date:	Listen to an AUDIO STORY Title: Date:
Read a book based on a TRUE STORY Title: Date:	DRAW a PICTURE about what you read today Title: Date:	Read a book PUBLISHED this YEAR Title: Date:	Read IN or UNDER a TREE Title: Date:	Read an ADVENTURE story Title: Date:
Read a book about a HISTORIC event Title: Date:	Read your BEST FRIEND'S favorite book Title: Date:	Read a book with an ANIMAL on the cover Title: Date:	RECORD an AUDIO STORY of you reading Title: Date:	Read a book about something SCIENTIFIC Title: Date:
Read a book with a NUMBER in the TITLE Title: Date:	Read a MAGAZINE about a topic of interest Title: Date:	Read a book while EATING a SNACK Title: Date:	DRAW a picture of your ALL-TIME favorite character Title: Date:	Read a book by a NEW-TO-YOU author Title: Date:

Find more printables for children at [scholastic.com/parents/activities-and-printables](https://www.scholastic.com/parents/activities-and-printables) SCHOLASTIC

YA READING BINGO

A BOOK WITH A FEMALE HEROINE	A BOOK SET IN A HIGH SCHOOL	THE LAST BOOK OF A TRILOGY	A BOOK WITH A COLOR IN THE TITLE	THE FIRST BOOK IN A SERIES
A BOOK SET IN THE FUTURE	A BOOK WITH A BREAK UP	A BOOK WITHOUT A LOVE TRIANGLE	A BOOK THAT BECAME A MOVIE	A BOOK SET IN FRANCE
A BOOK SET IN THE PAST	A BOOK WITH MAGIC	INTRODUCE YOURSELF TO A LIBRARIAN	A BOOK SET IN THE SUMMER	A BOOK WITH A DRAGON
A BOOK THAT MADE YOU CRY	A GRAPHIC NOVEL	A BOOK BASED ON A MYTH	ATTEND A PROGRAM AT THE LIBRARY	A BOOK WITH A BLUE COVER
A BOOK WITH AN INCREDIBLE FIGHT SCENE	A BOOK THAT IS MORE THAN 10 YEARS OLD	A BOOK SET IN ANOTHER WORLD	A BOOK WITH AN EPIC LOVE STORY	A BOOK WITH MUSIC

Reading Challenges: *Book Lists*

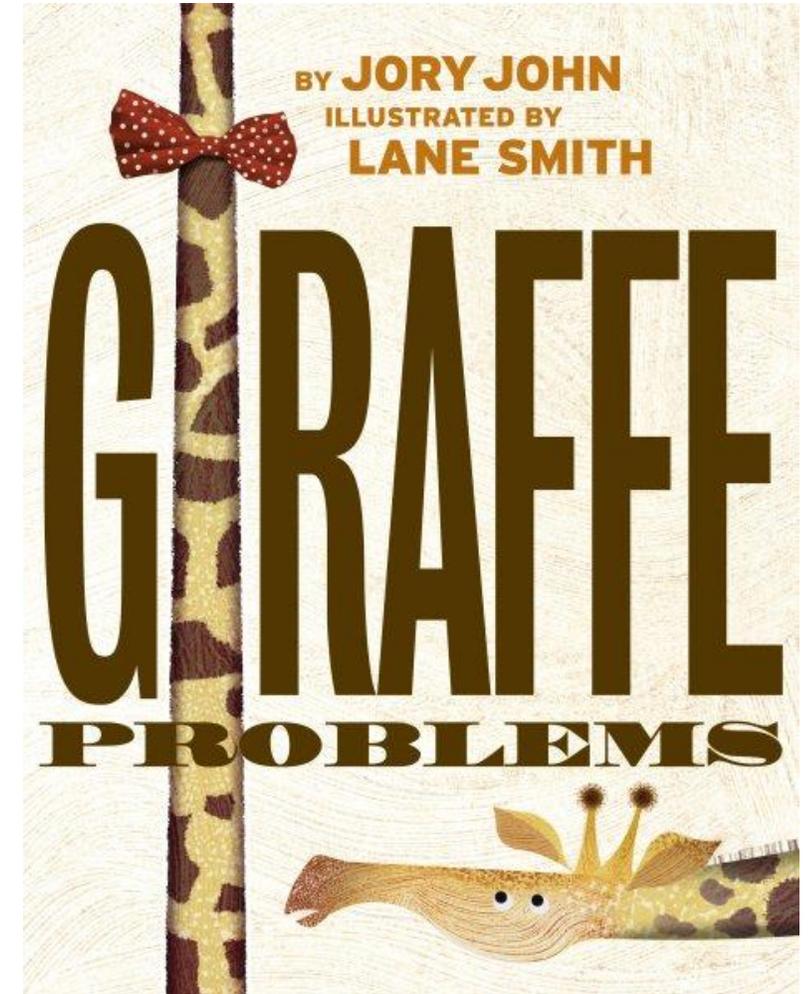
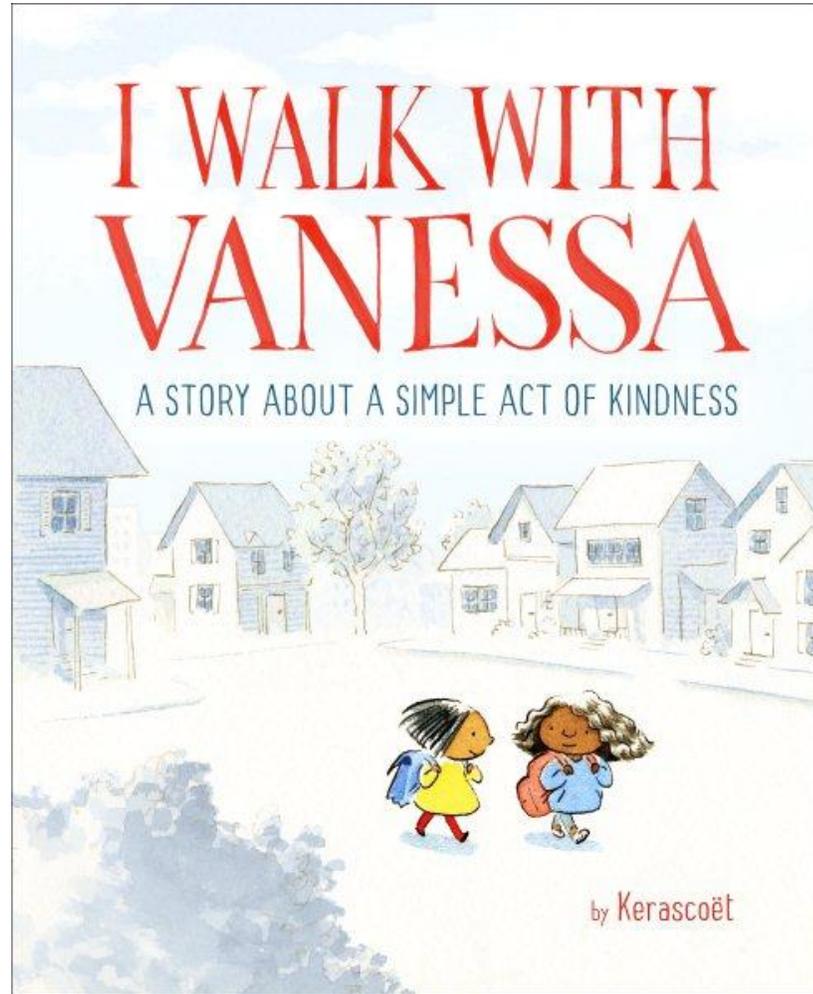
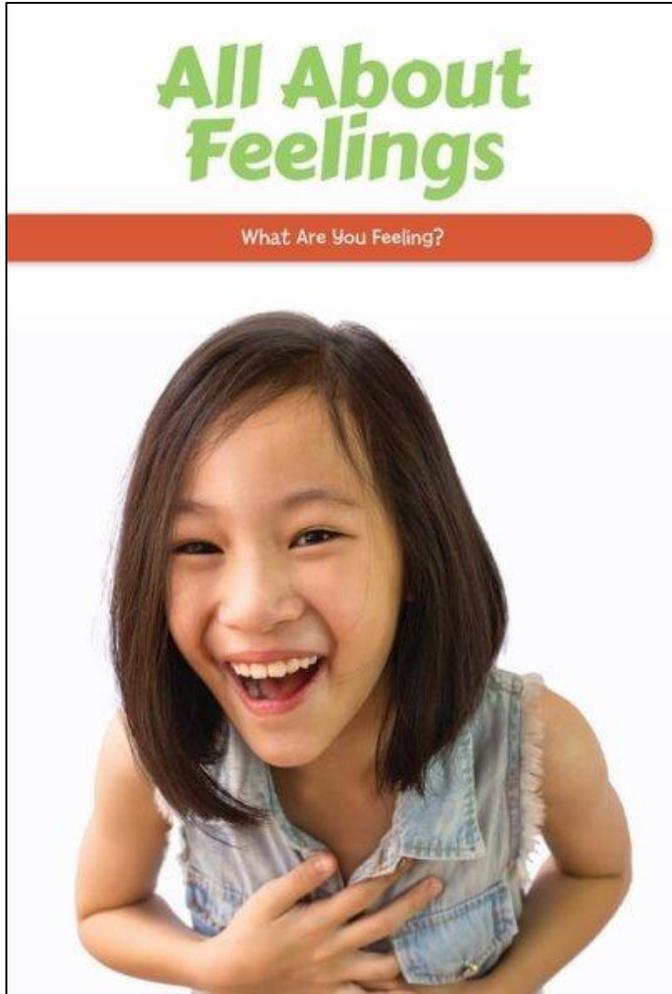


RESOURCES

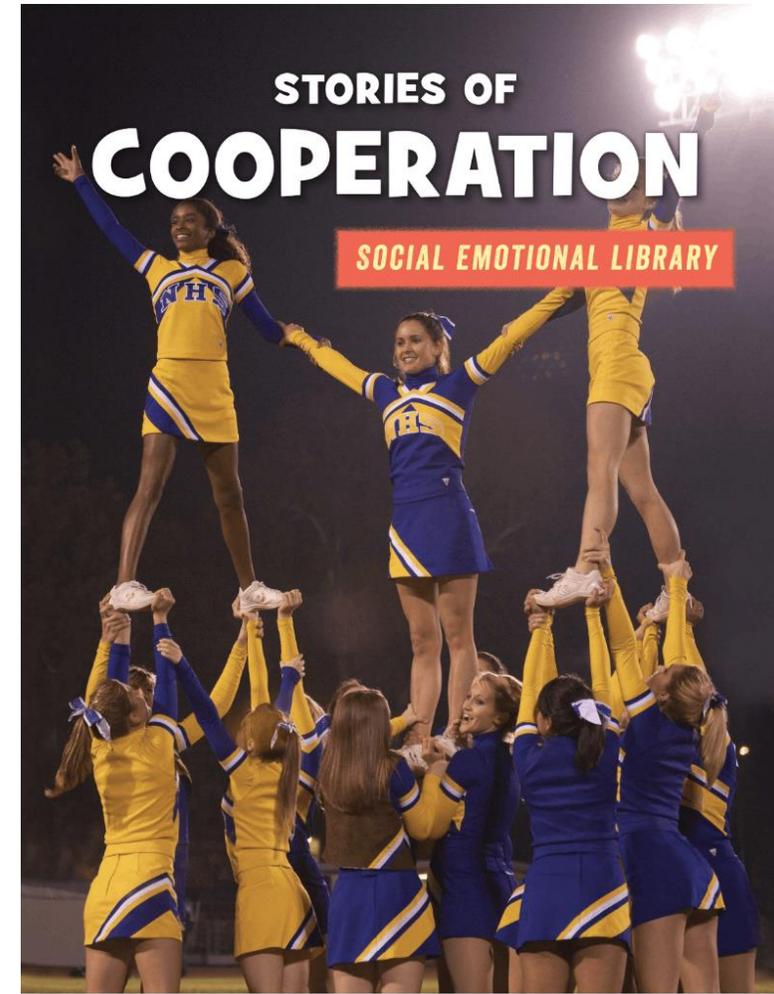
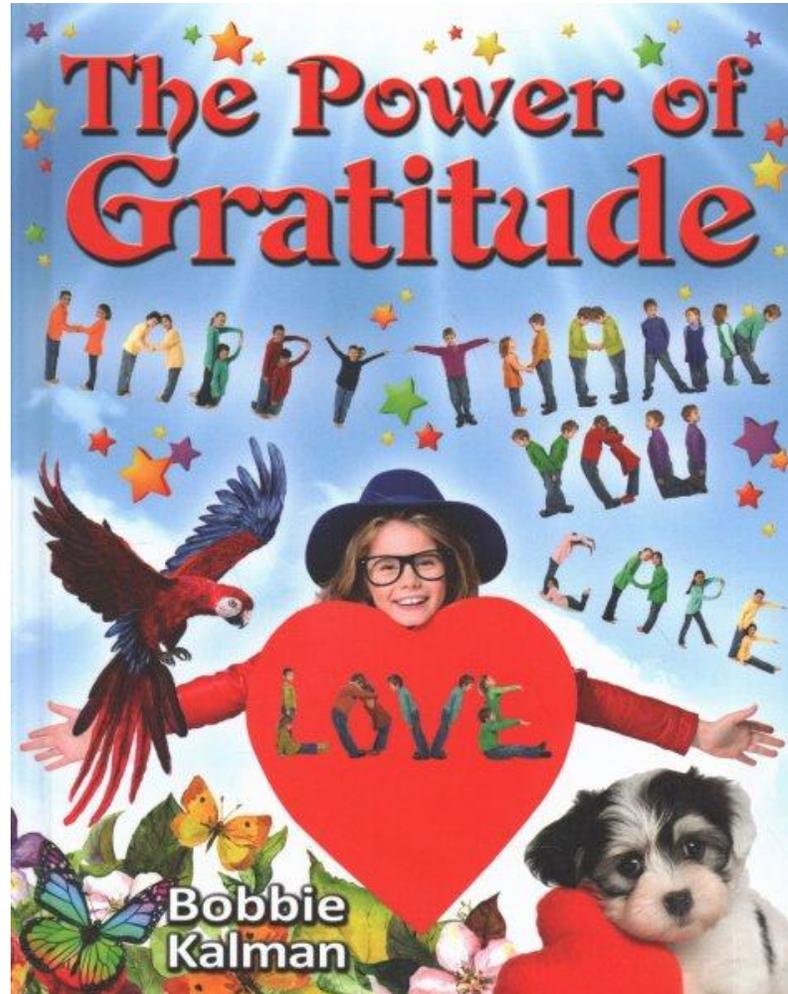
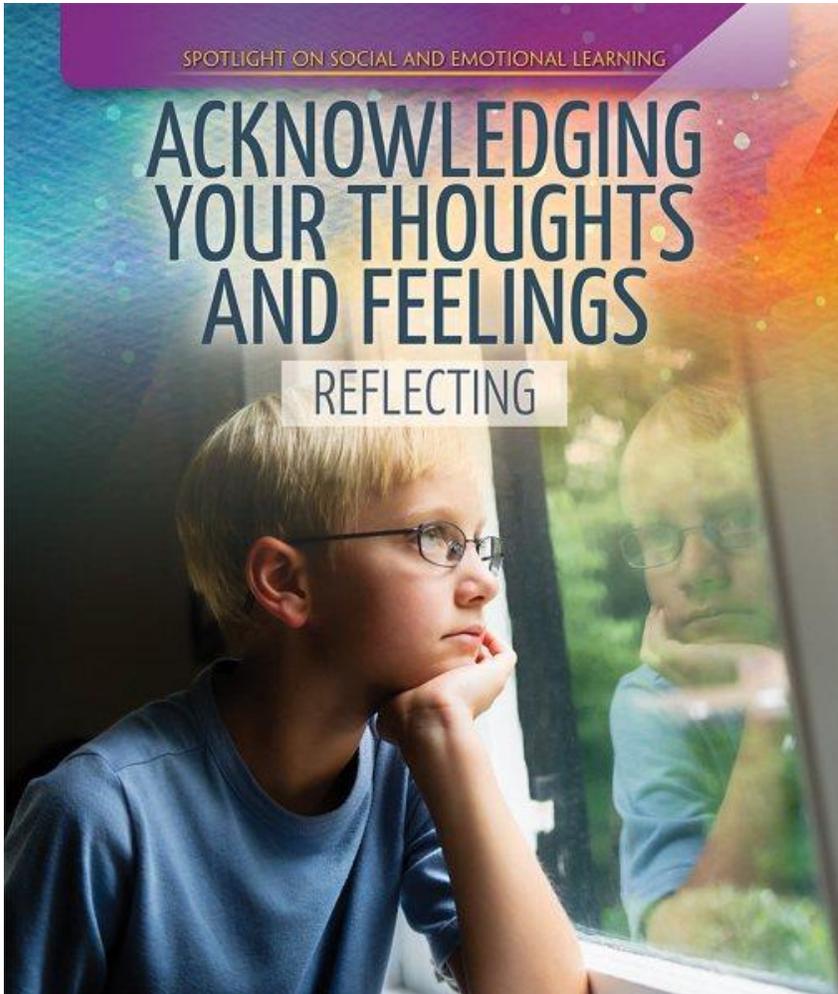
K12 RESOURCES



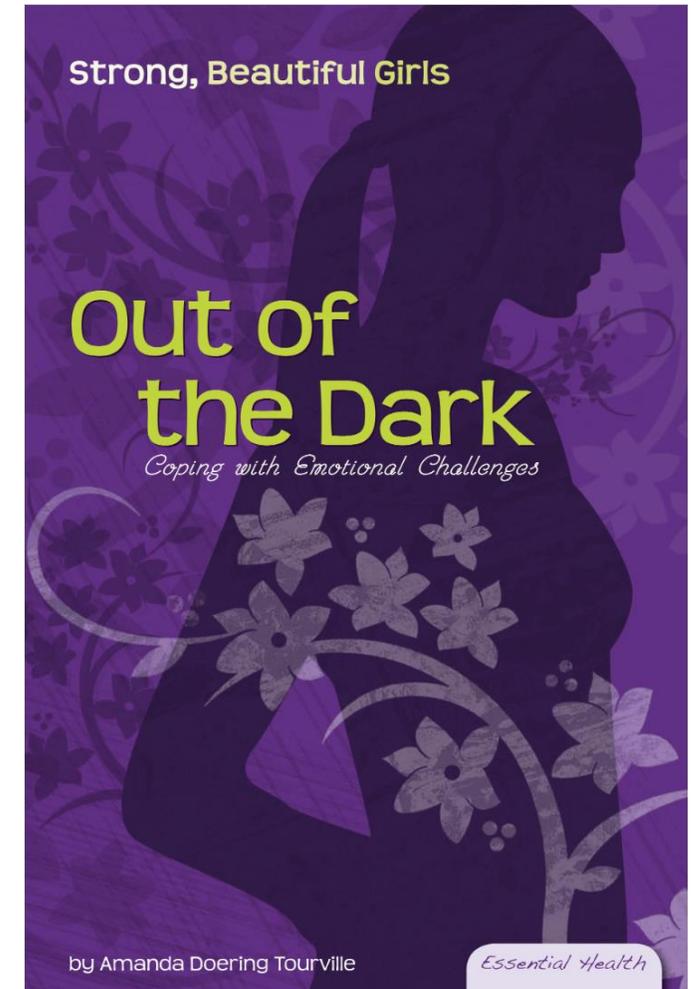
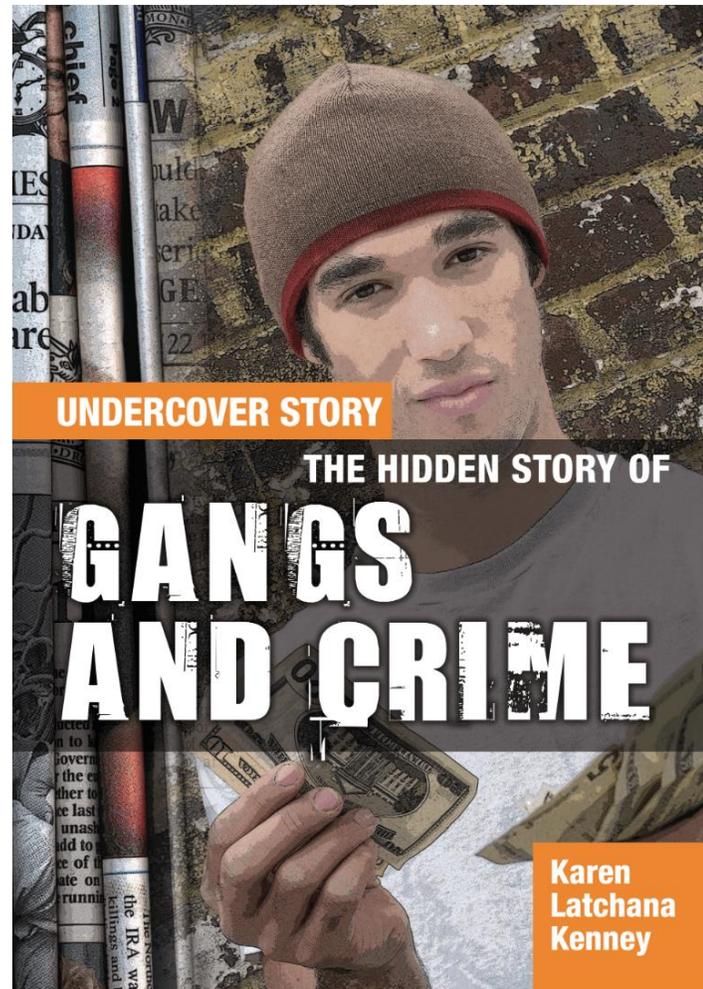
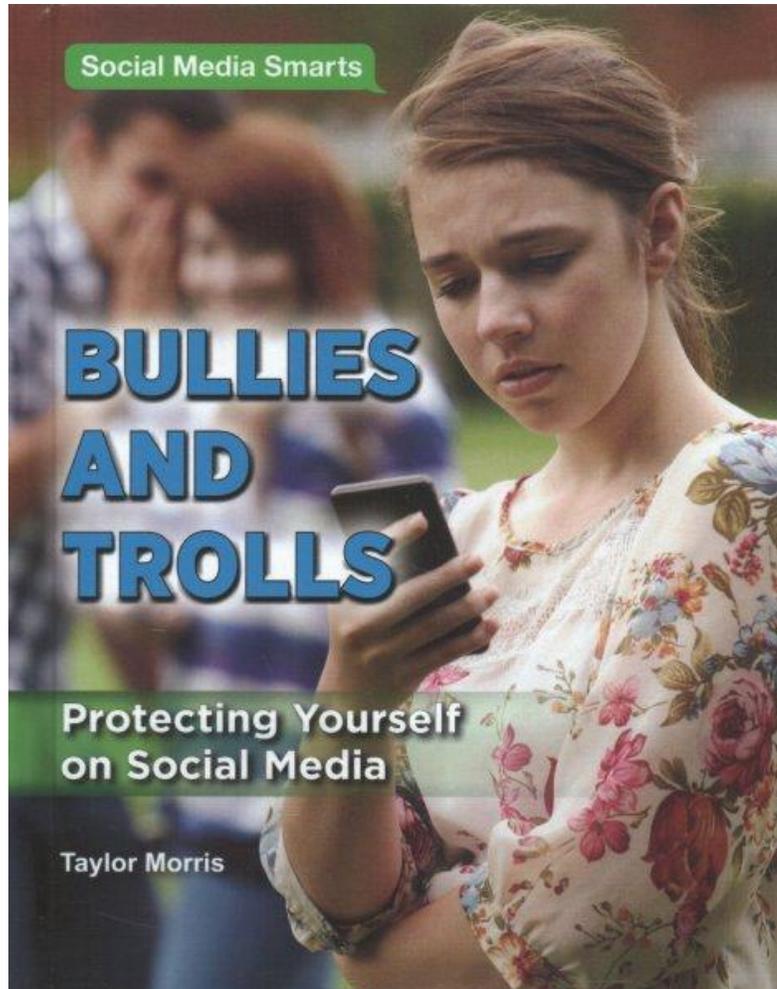
Library Resources: *Social and Emotional*



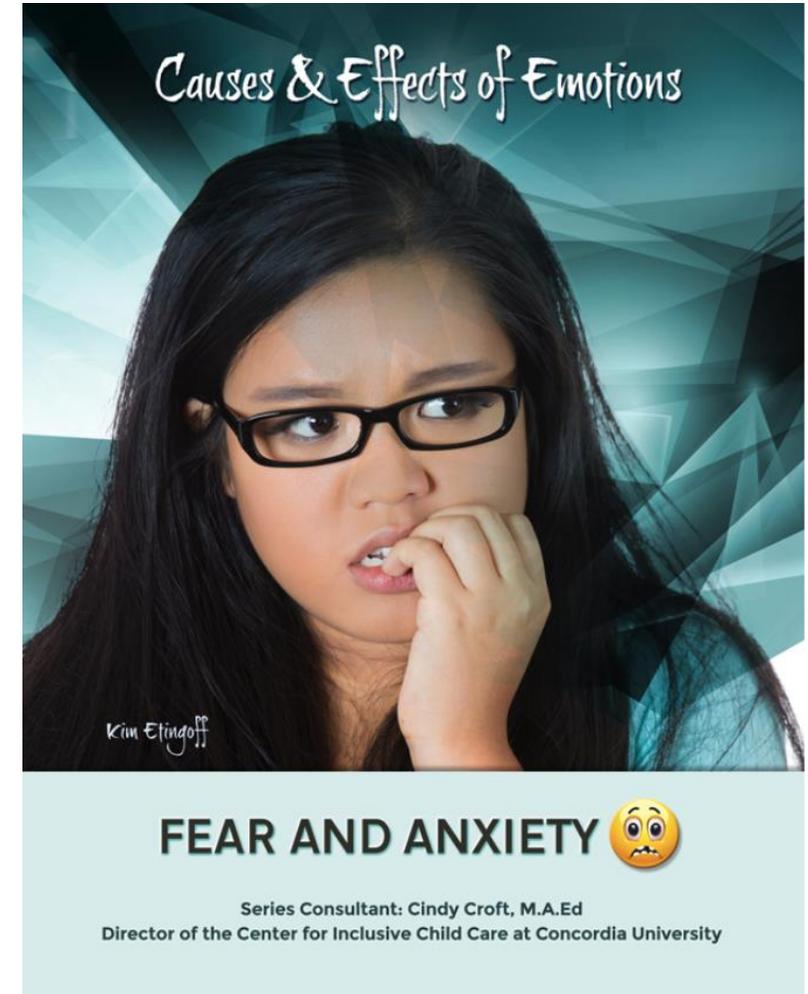
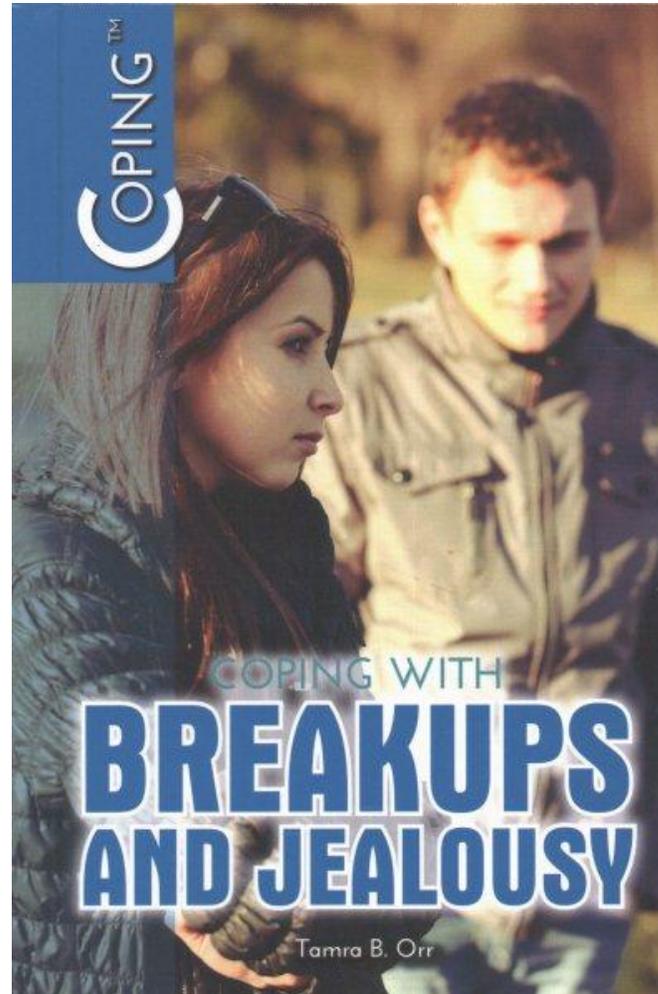
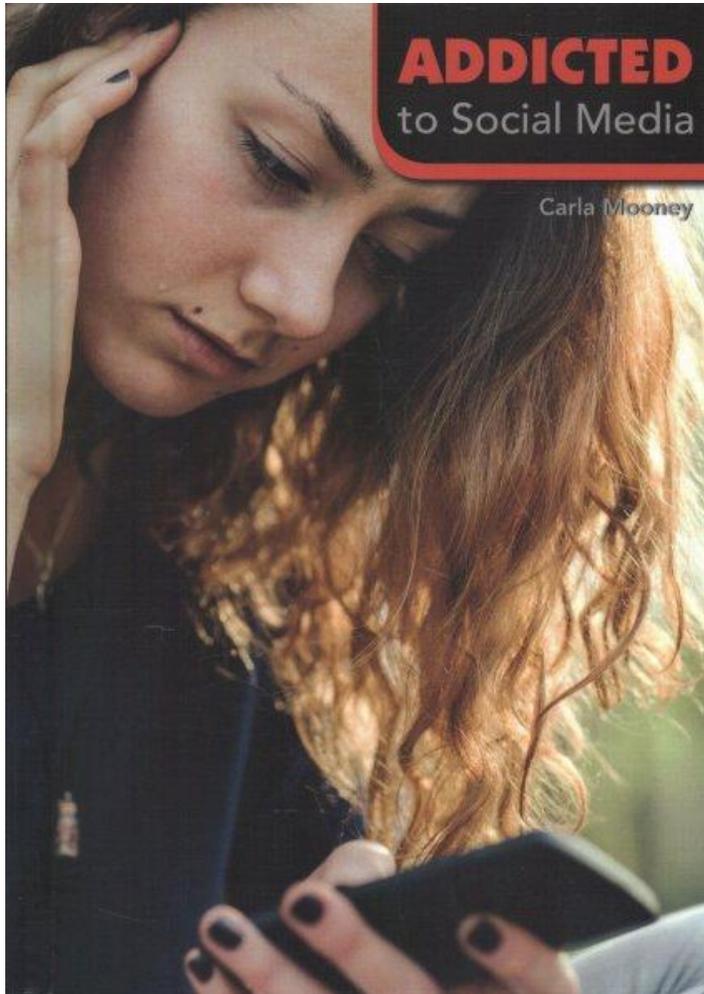
Library Resources: *Social and Emotional*



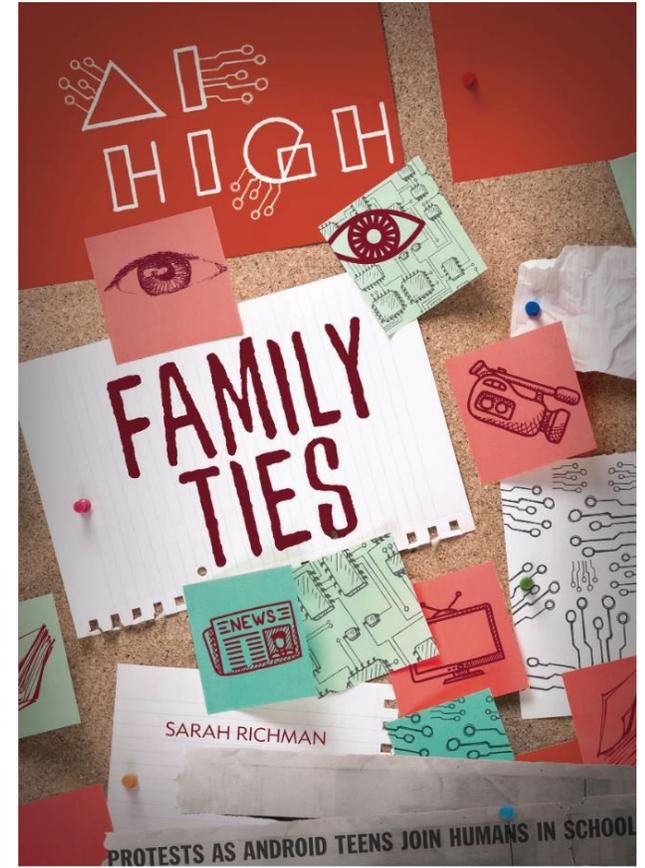
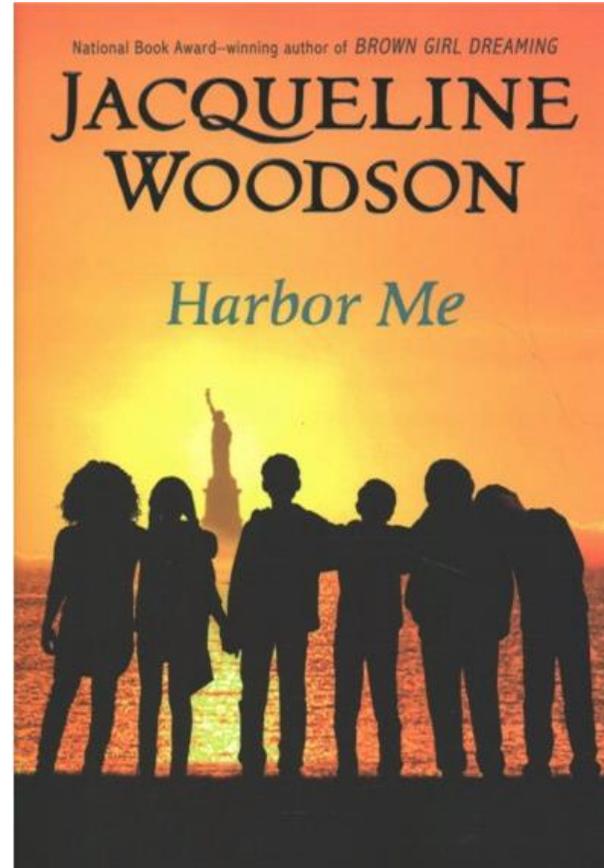
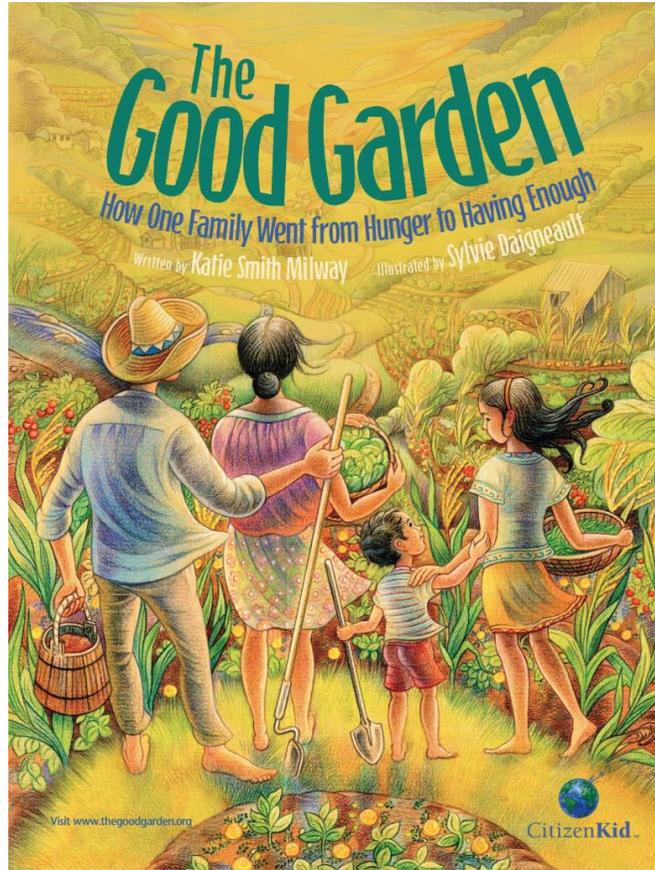
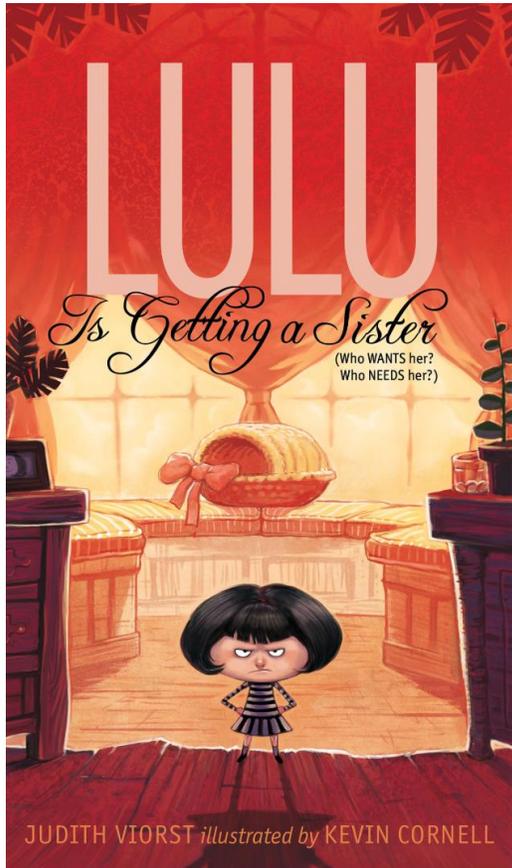
Library Resources: *Social and Emotional*



Library Resources: *Social and Emotional*



Library Resources: *Family*



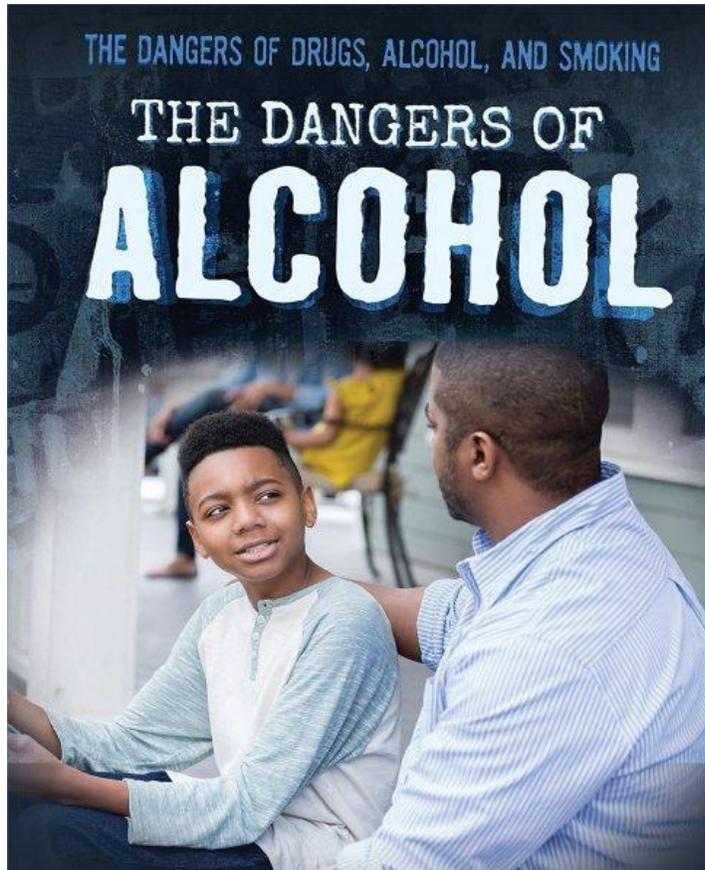
Grade Levels:
K-3

Grade Levels: 4-6

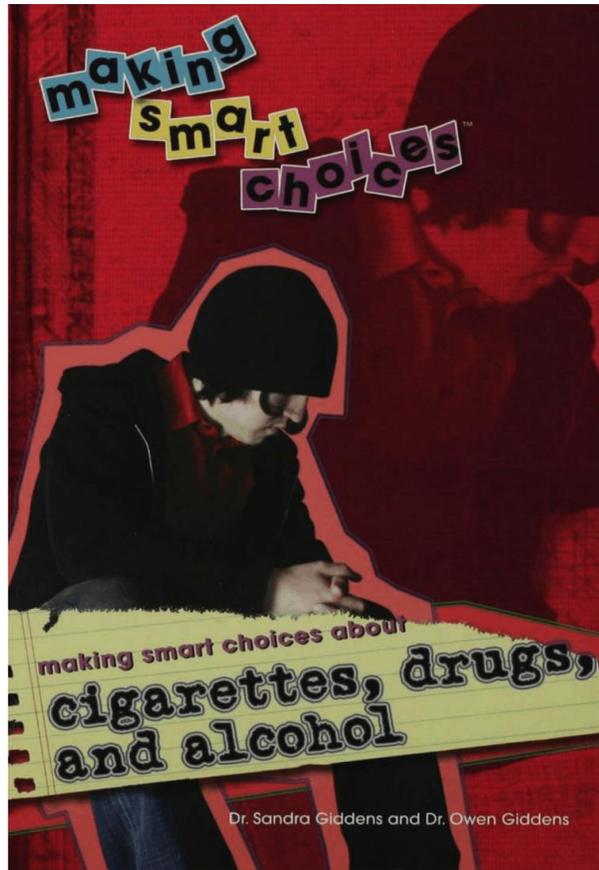
Grade Levels: 7-8

Grade Levels: 9-12

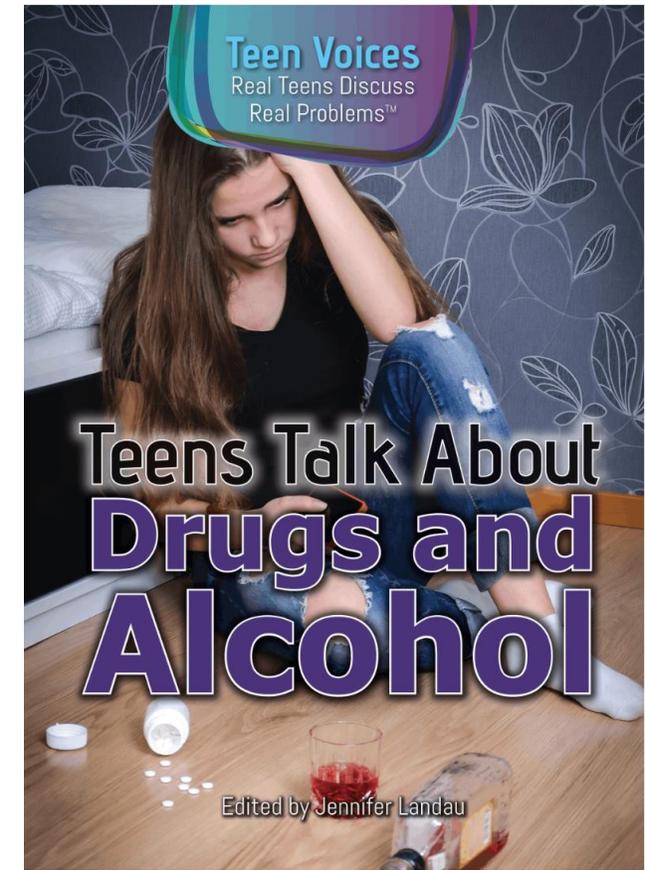
Library Resources: *Drugs and Alcohol*



Grade Levels: 3-6



Grade Levels: 5-8



Grade Levels: 9-12

Library Resources: *Test Prep*

- Mississippi Library Commission provides LearningExpress Library to all of MS
- Students have access to several different test preps
- Visit: mlc.lib.ms.us and choose LearningExpress Library under the “Resource Links” drop down menu



Library Resources: *Test Prep*

- ACT
- Advanced Placement
- ACT WorkKeys
- ASVAB
- PSAT

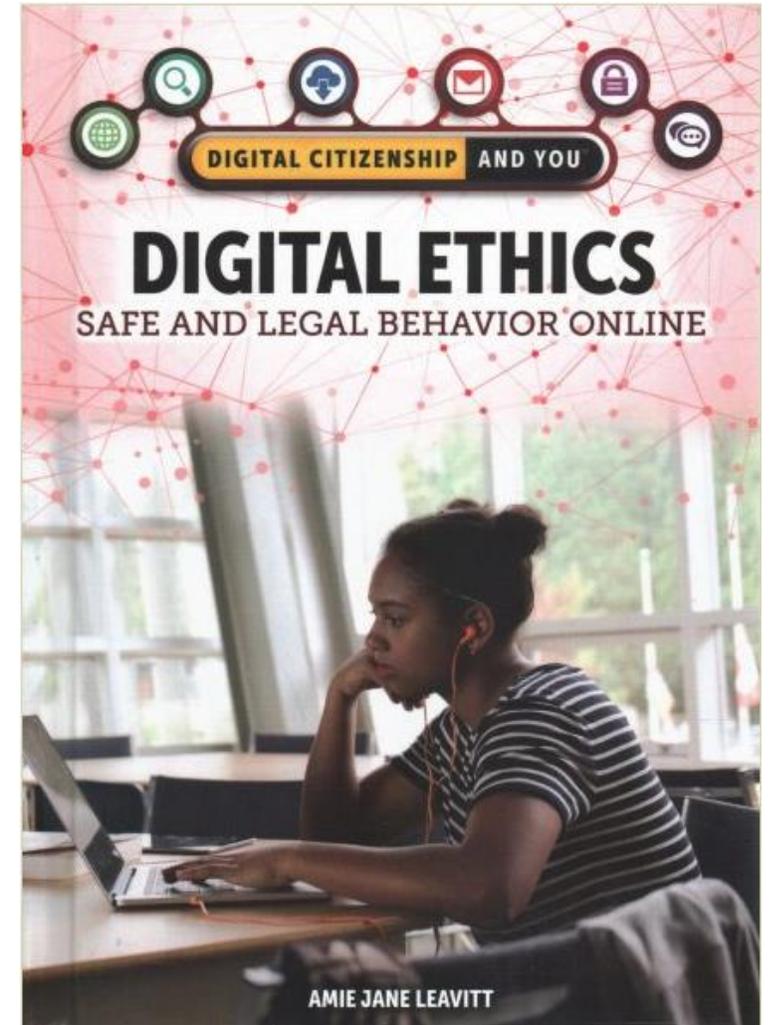
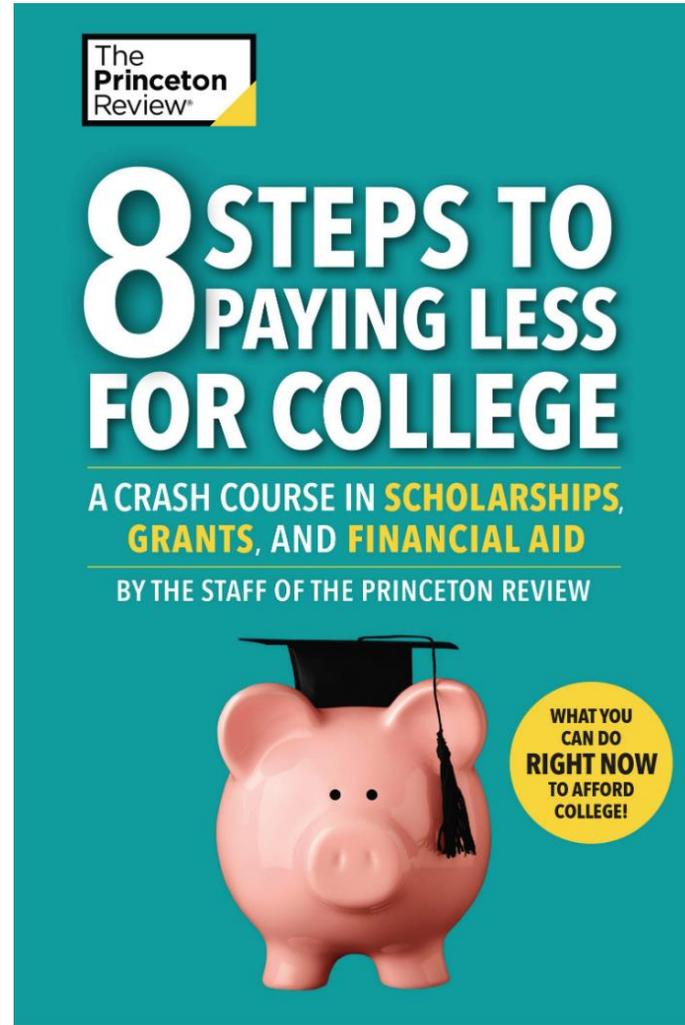
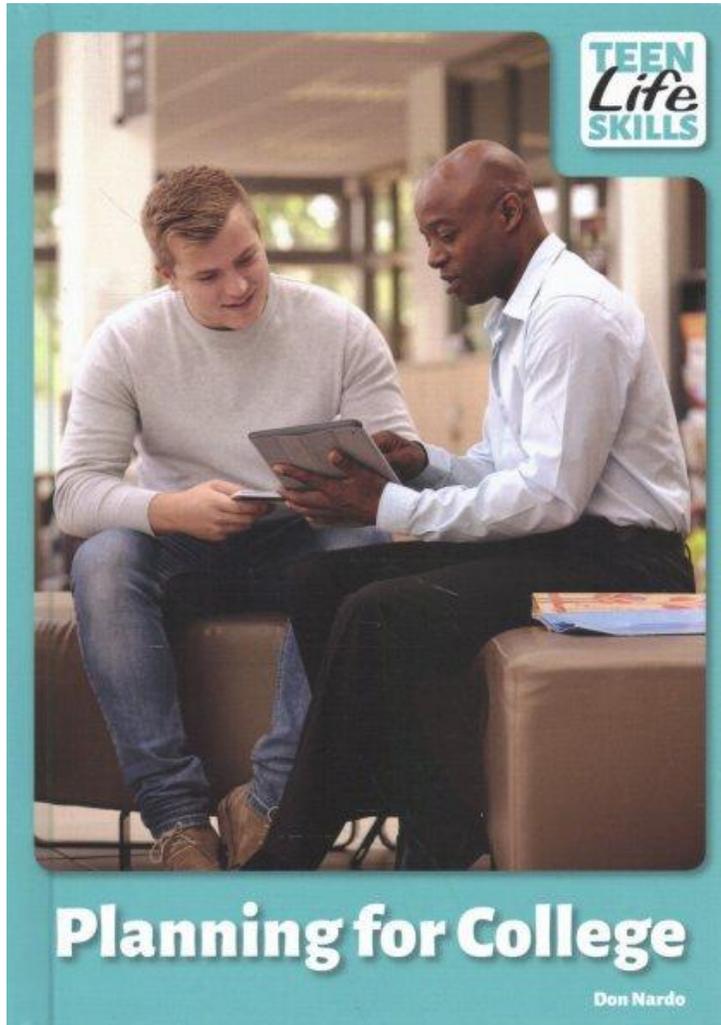
**INDIVIDUALIZED
TUTORIALS**

**eBOOKS and FLASH
CARDS**

**DOWNLOADABLE STUDY
GUIDES**

**SCORABLE PRACTICE
TESTS**

Library Resources: CCRS Course





WRAP-UP TALK

ARE THERE OTHER WAYS TO
COLLABORATE WITH YOUR
SCHOOL'S LIBRARIAN?



Download the Presentation

Want to download presentation?

Go to mdek12.org/Library and

**search under SCHOOL LIBRARY
PRESENTATIONS**



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Contact Information

Elizabeth Simmons, School Library Specialist

esimmons@mdek12.org | 601-359-2586

mdek12.org/Library

mdek12.org





Multi-Tiered Systems of Support (MTSS)

Communicating with Parents/Families

February 2020



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Weathersby**

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1

All Students Proficient and Showing Growth in All Assessed Areas



2

Every Student Graduates from High School and is Ready for College and Career



3

Every Child Has Access to a High-Quality Early Childhood Program



4

Every School Has Effective Teachers and Leaders



5

Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes



6

Every School and District is Rated "C" or Higher



Today's Purpose

Purpose

- MTSS Overview and Components
- Intervention versus Remediation
- Documentation Packet/Implementation Model
- Parent and Family Guide to Understanding MTSS
- Additional Resources on Intervention Website

State Board Policy

Part 3 Chapter 41: Rule 41.1 Intervention

Part 3 Chapter 41

Rule 41.1 Intervention

Adoption Date: January 21, 2005

Revisions: August 18, 2016; December 20, 2018

1. The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Mississippi Department Education (MDE) shall require every school district to follow the instructional model, which consists of three (3) tiers of instruction:
 - a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
 - b. Tier 2: Focused supplemental instruction
 - c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students

Part 3 Chapter 41: Rule 41.1 Intervention

- Designed to meet the needs of every student and consists of three tiers of instruction (Tier I, Tier II, and Tier III)
- Requires screening for dyslexia (K and 1)
- [https://www.mdek12.org/sites/default/files/documents/MBE/State Board Policy/Chapter 41/sbe41-1.pdf](https://www.mdek12.org/sites/default/files/documents/MBE/State%20Board%20Policy/Chapter%2041/sbe41-1.pdf)

State Board Policy: A Few Highlights*

- School districts must complete, at a minimum, documentation as required for all students in Tier II and Tier III
- Students in Grades K-3 will be referred for a TST meeting within the first 20 days of school if a student has failed one (1) grade
- All Tier III documentation must accompany the student's cumulative folder upon promotion or transfer to a new school

*Refer to slide 8 for link to policy in its entirety

Multi-Tiered System of Supports

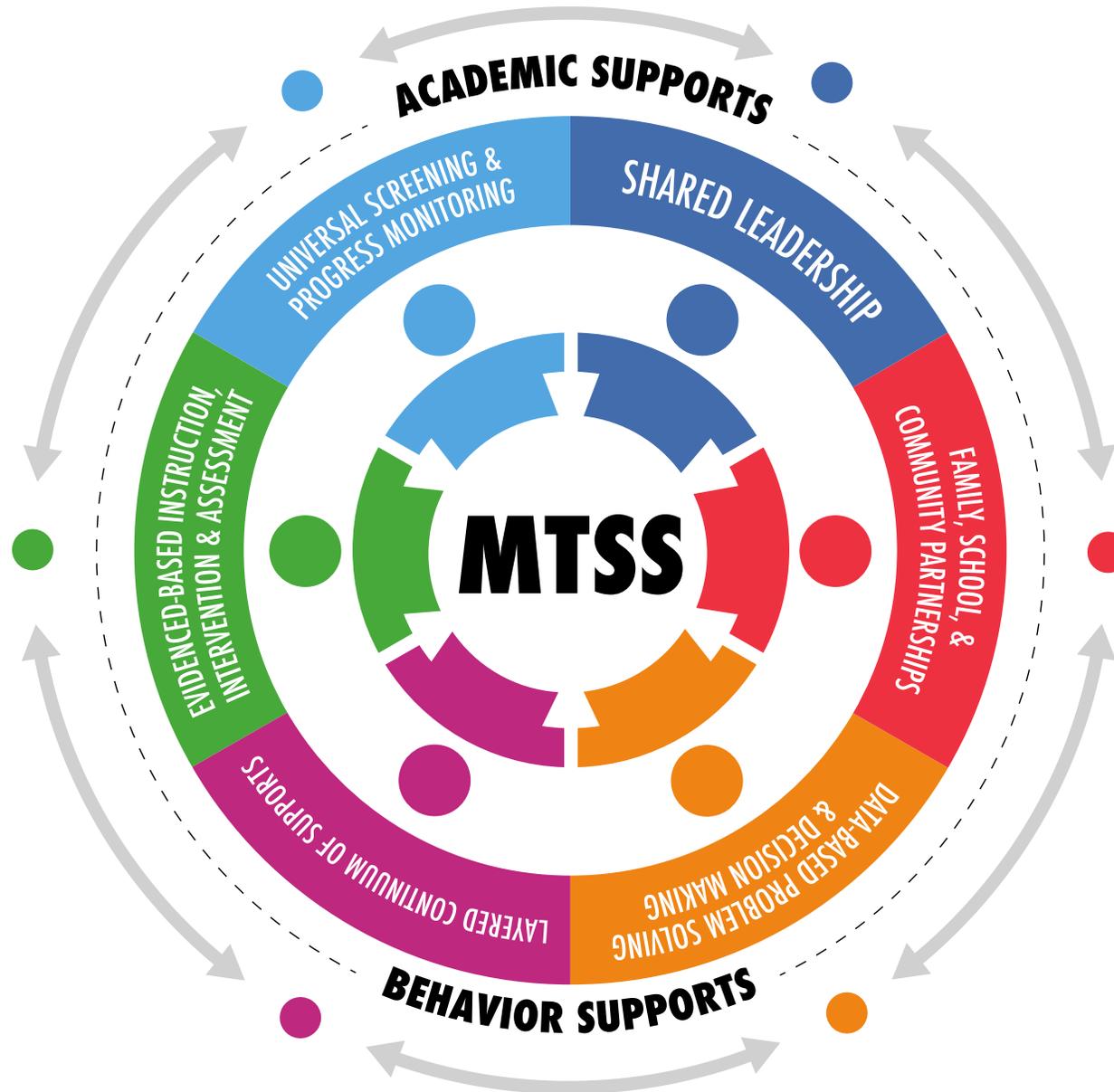


- A multi-tiered system of supports is a **framework** for effective **team**-based problem solving that is **data-informed**, **evidence-based**, and **flexible** enough to meet the **academic** and **behavioral** needs of **all** students.

What is MTSS

IS	IS Not
A framework for effective problem solving to improve academics and behavioral outcomes for ALL students.	A single curriculum or program
For ALL students including those who need enrichment	Just for struggling students
Flexible to meet the unique needs of districts and schools	A one size fits all prescription
Data informed and evidence based	Based on assumptions or anecdotal info
Collaborative team based decision making	The responsibility of one person
A framework to make decisions about the need for further services.	A pre-referral process

MTSS Essential Components



MTSS Essential Components

- **Leadership teams** should consist of members knowledgeable of curriculum, content, management, and diverse learners
- Decision making should always be made using student outcome **data** (are data collection procedures appropriate for diverse groups?)
 - "It Depends"
- Effective instruction through **layered supports** for special education students
 - IEP development (MTSS is a springboard)

Early Intervention

- Sets the path for Kindergarten readiness
- Enhances subsequent school success
- Prevents initial delays from becoming disabilities in later years



**EARLY
INTERVENTION
IS KEY**

Intervention or Remediation

Intervention

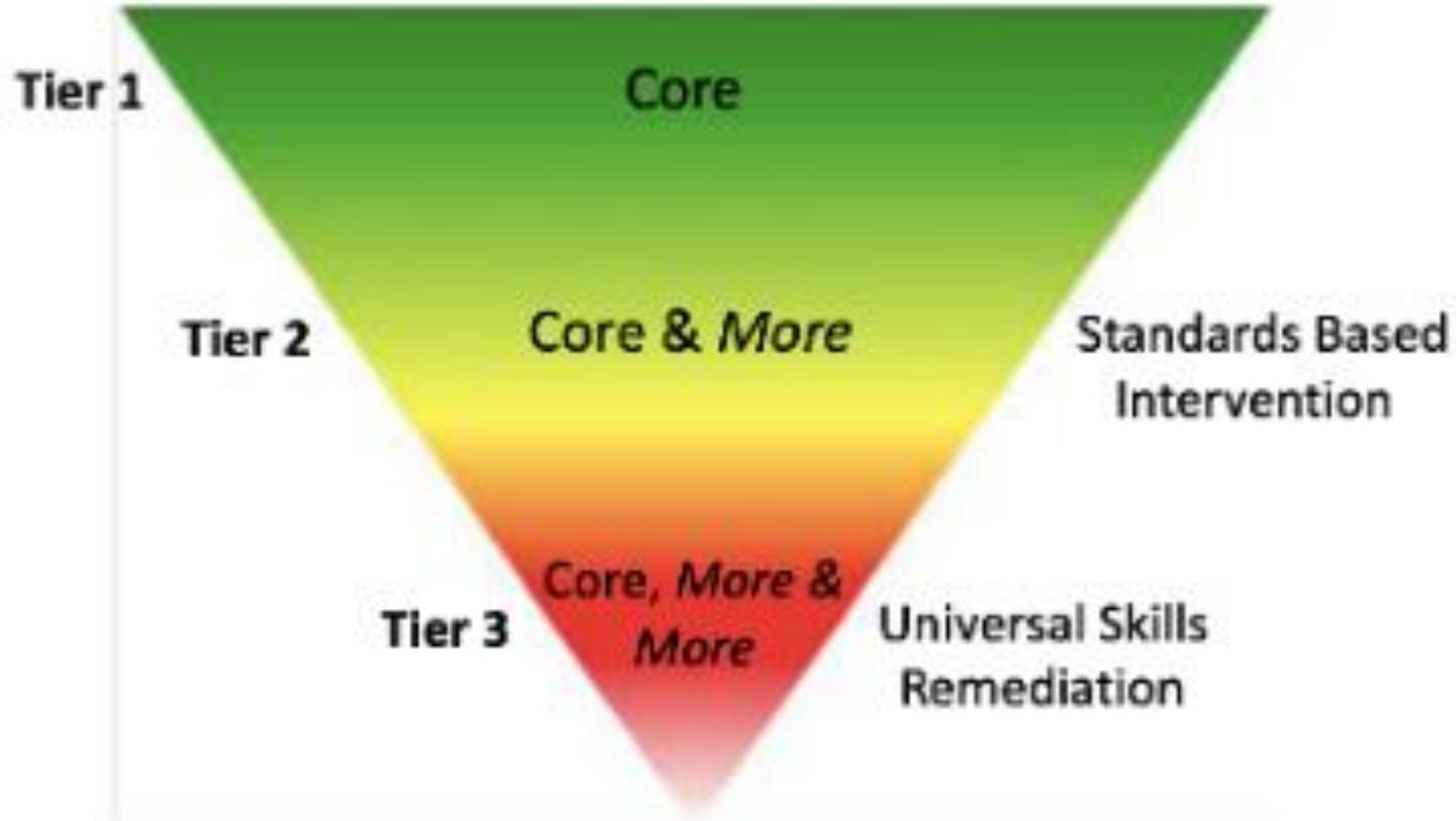
- Systematic and explicit instruction provided to accelerate growth in an area of identified need
- Provided by both special and general educators, based on training, not titles
- Designed to improve performance relative to a specific, measurable goal
- Based on valid information about current performance, realistic implementation, and includes ongoing student progress monitoring

Remedial Instruction

- Using individualized or small group teaching of students who are experiencing difficulties in specific subject areas
- Targets academic weaknesses that may hinder learning
- Intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate
- Usually short term

What is Tier I?

Tier I- High Quality Instruction



Tier I - High Quality Instruction

- Instructional strategies that address patterns of weaknesses among students
- ALL students receive instruction within an evidence-based, scientifically researched core program
- Differentiation occurs to meet the needs of ALL students
- High-quality instruction can make a substantial difference for struggling students

What is Tier II?

Tier II Supplemental Instruction

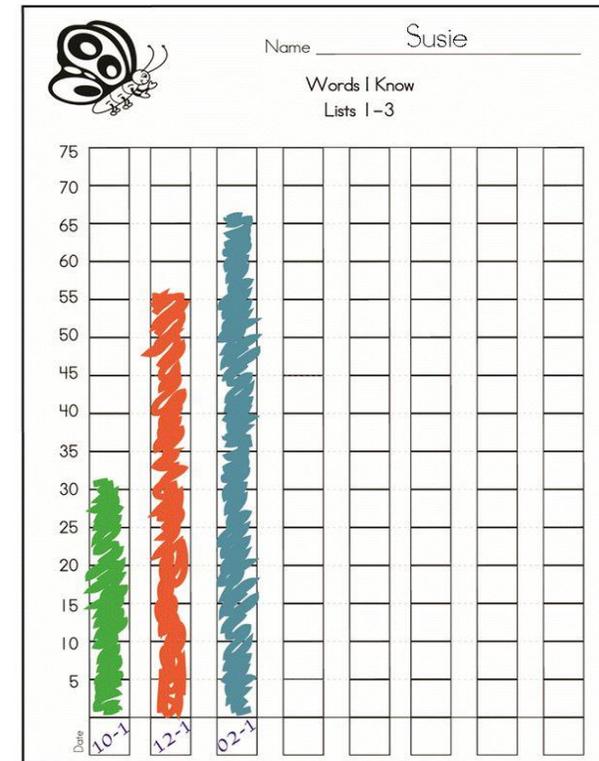
- Evidence-based, targeted, supplemental, skill-building intervention
 - Systematic, explicit, and aligned with Tier I instruction
 - Individual or small group targeted instruction/intervention and supplemental supports with similar skill building needs.
 - In addition to Tier I academic and behavior instruction and supports
- Interventions may be administered by any trained professional in the building

Making the Decision to Move to Tier II

- Look at data to determine when to move to Tier II
 - Discrepancy on universal screener when compared to class peers
 - Improvement never meets or exceeds intervention group
 - Standard scores on mastery test are below a given percentile (25th percentile)
 - Scores on specific skills are below basic or proficient, Level 1 or Level 2
 - Failing grades (least reliable source)

Best Practice Recommendations for Tier II

- 2-3 days per week (may be more depending on student)
- 20-30 minutes per day (or as prescribed by intervention)
- Progress monitor Tier II every other week other week
- Scheduling



Tier II Behavior

- Students who need additional help
- To reduce current incidents of problem behavior for students identified as "at-risk" for engaging in behavior problems

Critical Features of Tier II Interventions for Behavior

- Small Group
- Matched to Student Need(s)
- Explicit Instruction of Skills
- Structured Prompts for Appropriate Behavior
- Opportunities to Practice
- Frequent Feedback to Students
- Fading Supports

Tier II Interventions

- At Tier II interventions may be teacher created or you may utilize an intervention program
- Read 180, Fast ForWord, Reading Plus, iReady, Read Naturally, Achieve 3000

Tier II Interventions

- Use of Technology must also include teacher led instruction
- Must be systematic and explicit
- Daily student sign-in or teacher created logs
- Student receives something different than what is occurring for Tier I

What is Tier III?

Tier III Intensive Interventions and Instructional Supports

- Tier III is for students who demonstrated little to no progress in Tier II
- Typically reserved for 1-5% of students in a class
 - the most intensive instruction/intervention
 - smaller group setting (1-3 students)
 - 30-60 minutes at a minimum/ 4 days per week
 - progress is monitored more frequently to determine students response to intervention, typically 1 time per week

Tier III Intensive Interventions and Instructional Supports

- Intervention is provided by school personnel who are highly trained with the areas of the academic need indicated by the student performance data
- Not intended to replace Tier I
- Regular **fidelity** checks should be conducted to determine if the intervention was implemented the way it was intended

Tier III Intensive Interventions and Instructional Supports

- Documentation

- does the information on the teacher narrative match the intervention?

- Implementation

- are sign-in sheets available for my students to track their attendance?

- does the intervention support the data from the assessments (STAR, MAAP,...)?

Tier III Behavior

- Intensive programs and strategies for students who need individualized supports
- Functional Behavioral Assessment (FBA)?
- Develop a comprehensive intervention support plan

Moving a Child to Tier III

- Not making progress at Tier II
- When a student is having severe problems at Tier I that needs immediate attention in Tier III
 - Multiple retentions
 - Several grade levels below in reading/math

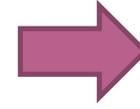
Next Steps

What to do after Tier III?

TST examines data



Look at Rate of Progress



Decide



Try a Different Intervention

OR

Child Find Study

- **Follow Child Find Procedures**

- **Child Find** is the ongoing obligation to identify, locate, and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities.

Note: A district should not violate its Child Find duty by repeatedly referring a student for interventions rather than evaluating the student's need for special education and related services.

Classroom Accommodations

Examples of Accommodations

- Alternate responses
- Advance notes
- Extended time
- Teacher modeling
- Simplified written and verbal directions
- Frequent breaks
- Use of dictionaries/glossaries

Middle School and High School Supports

Critical Features of Tier II

- It is not sufficient to provide intervention for any student **merely for the purpose** of preparing for a standardized test.

Online Resources

Intervention Services



[ABOUT](#)

[NEWS](#)

[REPORTS & DATA](#)

[SERVICES](#)

[DIRECTORY](#)

COMMUNITY

FAMILY

EDUCATORS

ADMINISTRATORS

EDUCATORS

[Apps](#) ▼

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[Career and Technical Education](#)

[Counseling and Support Services](#)

[Dyslexia](#)

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[EdUpdate Newsletter](#)

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[Literacy](#)

[Mississippi Public School District Listing](#)

[MSIS \(MS Student Information System\)](#)

[Nutrition Programs](#)

[Professional Development](#)

[Professional Growth System](#)

[Reading](#) ▼

[Secondary Education](#)

[SharePoint \(Public Access\)](#)

[Special Education](#)

[Subject Areas](#) ▼

[Teacher Center](#)

Intervention Services

Intervention Services

The Office of Intervention Services (Pre-K – 12) supports educators and parents who are working with struggling learners, including students who are learning English as a second language. This office is focused on improving academic and behavioral outcomes for students. Staff coordinate the local implementation of policies and procedures and provide professional development on Multi-Tiered System of Supports (MTSS) for school-based teams, administrators, staff, and parents.

The office also offers guidance and professional development opportunities for educators and parents related to intervention selection, data-based decision making, evaluation, progress monitoring, dyslexia, gifted learners, and English learners to ensure all students graduate high school ready for college and career.

Three Tier Instructional Model

The Three Tier Instructional Model is a part of [State Board Policy 41.1](#)). This model is designed to meet the needs of every student and consists of three tiers of instruction:

Tools and Supports

- [Behavior and Beyond Symposium](#) (June 2019)
- [MTSS 4-12 Screening Chart](#) (Revised Dec. 2018)
- [MTSS Flowchart for Pre-K – 12](#) (Revised Dec. 2018)
- [MTSS Digital Resources](#) (Revised Dec. 2018)
- [English Learner Resources](#)
- [Evidence-Based Programs](#)
- [Family Guides for Student Success](#)
- [Family Guides for Student Success \(Spanish versions\)](#)
- [Family Guides for Student Success Training Materials](#)
- [Individual Reading Plan](#)
- [MTSS Quick Reference Guide](#)
- [MTSS Documentation Packet](#) (Revised Aug. 2018)
- [MTSS Professional Development Request](#)
- [Parent and Family Guide to Understanding RtI](#)
- [Response to Intervention Best Practices Handbook \(2010\)](#) - Currently Under Revision
- [Response to Intervention FAQs \(2010\)](#) - Currently Under Revision

MTSS Documentation Packet

Multi-Tiered System of Supports

- The MTSS Documentation Packet was developed to:
 - assist districts, schools, and educators with the process of implementing and documenting required supports for **ALL** students
 - provide the means to collect data to improve Pre-K-Grade 12 student outcomes

Section 1B-1C: Student Profiles

- Student Profile: Data Collection and Review
 - Course Performance
 - Behavior
 - Attendance
 - Retention
 - Special Population
 - Universal Screener Results
 - Medical information
 - Hearing and Vision Screener

Section 1B Student Profile (K-8)

SECTION 1B		K-8 STUDENT PROFILE			
STUDENT NAME: [REDACTED]			DATE: [REDACTED]		
MSIS Number/ID: [REDACTED]		Date of Birth: [REDACTED]		Gender: [REDACTED]	Race: [REDACTED]
Teacher: [REDACTED]		School/Site: [REDACTED]		District: [REDACTED]	
Parent/Guardian Name: [REDACTED]			Phone: [REDACTED]		Email: [REDACTED]
Street Address: [REDACTED]					

COURSE PERFORMANCE						BEHAVIOR	
Indicate recent term grades in the table below.						Check if documentation is applicable and available.	
Academic Area	T1	T2	T3	T4	Final	<input type="checkbox"/> Social Emotional Issues (Appendix A)	
Reading	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<input type="checkbox"/> Discipline Record	
Mathematics	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<input type="checkbox"/> Total Number of Discipline Reports: [REDACTED]	
Science	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<input type="checkbox"/> Total Number of Suspensions: [REDACTED]	
Social Studies	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<input type="checkbox"/> In School: [REDACTED] <input type="checkbox"/> Out of School: [REDACTED]	
Language Arts	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<input type="checkbox"/> Parent Conference(s) Date(s): [REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<input type="checkbox"/> Additional behaviors that may impact performance: [REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		
ATTENDANCE			GRADE RETENTION			SPECIAL POPULATION	

Section 1C Student Profile (9-12)

SECTION 1C		9-12 STUDENT PROFILE			
STUDENT NAME: []			DATE: []		
MSIS Number/ID: []		Date of Birth: []		Gender: []	Race: []
Teacher: []		School/Site: []		District: []	
Parent/Guardian Name: []			Phone: []		Email: []
Street Address: []					

COURSE PERFORMANCE						BEHAVIOR	
Indicate recent term grades in the table below.						Check if documentation is applicable and available.	
Academic Area	T1	T2	T3	T4	Final	<input type="checkbox"/>	Social Emotional Issues (Appendix A)
Reading	[]	[]	[]	[]	[]	<input type="checkbox"/>	Discipline Record
Mathematics	[]	[]	[]	[]	[]	<input type="checkbox"/>	Total Number of Discipline Reports: []
Science	[]	[]	[]	[]	[]	<input type="checkbox"/>	Total Number of Suspensions: []
Social Studies	[]	[]	[]	[]	[]	<input type="checkbox"/>	<input type="checkbox"/> In School: [] <input type="checkbox"/> Out of School: []
Language Arts	[]	[]	[]	[]	[]	<input type="checkbox"/>	<input type="checkbox"/> Parent Conference(s) Date(s): []
Indicate recent SATP course grades.						<input type="checkbox"/>	Additional behaviors that may impact performance: []
Academic Area	T1	T2	T3	T4	Final		
Algebra I	[]	[]	[]	[]	[]		
English II	[]	[]	[]	[]	[]		
Biology	[]	[]	[]	[]	[]		
U.S. History	[]	[]	[]	[]	[]		
ATTENDANCE			GRADE RETENTION		SPECIAL POPULATION		
CURRENT SCHOOL YEAR	DAYS ABSENT	DAYS PRESENT	If applicable, indicate grade(s)		Check if applicable to student		

Section 2A (Section 3B for TIII)

Use the Tier II or Tier III Supplemental Instruction Documentation forms to

- describe the deficit area,
- identify the intervention to be utilized, and
- determine the evaluation criteria to be used
- establish a goal (create aim line)



Section 2A: Supplemental Instruction

- Target Deficit Area of Intervention Identified - What is the student having difficulty with specifically?
- Supplemental Instruction Utilized – What supplemental instruction or small group strategies will be used?
- Specific Evaluation Criteria in Measurable terms - What is the student expected to demonstrate to determine effectiveness of the intervention?

SECTION 2A

TIER II (SUPPLEMENTAL INSTRUCTION) DOCUMENTATION

Instructions: **TEACHERS** should complete this form for each student that did not respond to high quality Tier I core instruction. For students receiving more than one intervention in multiple academic or behavioral areas, teachers can duplicate this form. Visit www.mde.k12.ms.us/intervention *RtI Resource Links* for additional resources.

DETAILS OF INTERVENTION		DATE
Student Name: [REDACTED]	Describe supplemental and/or small group strategies utilized – should be evidence-based:	Provide specific evaluation criteria, in <i>measurable</i> terms, utilized to determine effectiveness and monitor progress:
Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain: [REDACTED]	[REDACTED]	[REDACTED]

Section 2C: Progress Monitoring

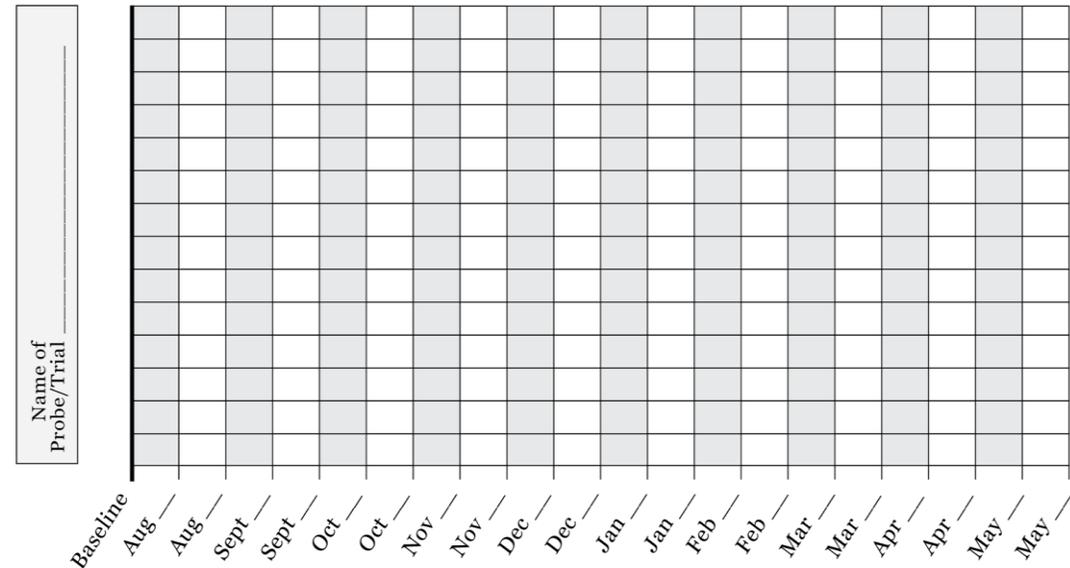
- Progress Monitoring
- Documented Reviews
- Cumulative Documented Review
- Recommendations based on data

SECTION 2C

PROGRESS MONITORING AND EVALUATION FOR TIER II INTERVENTIONS

Instructions: **INDIVIDUALS RESPONSIBLE FOR DELIVERING INTERVENTIONS** should complete progress monitoring using the graph below or a report generated by your district intervention program. It is recommended that the teacher establish a baseline by administering three (3) probes or trials, selecting the median, and marking the baseline by placing a dot on the vertical axis. Teachers should determine the goal by determining the expected rate of progress and marking the target by placing a dot at the intersections. On the bolded line above each month, indicate the first result recorded that month; on the line to the right, indicate the second result of that month.

SUPPLEMENTAL INSTRUCTION



Section 3B: Intensive Intervention Documentation

Target Deficit Area of Intervention

Identified: What is the student having difficulty with specifically?

- Supplemental Instruction Utilized: What supplemental instruction or small group strategies will be used?
- Specific Evaluation Criteria in Measurable Terms: What is the student expected to demonstrate to determine effectiveness of the intervention?

SECTION 3B		TIER III (INTENSIVE INTERVENTION) DOCUMENTATION	
TST Referral Date: <input type="text"/>		Initial Eligibility Date: <input type="text"/>	
<i>Instructions: TST MEMBERS, CLASSROOM TEACHERS, AND INTERVENTIONISTS should work together to complete this form for each student that did not respond to Tier II interventions or for 4th grade students requiring Intensive Intervention after a Good Cause Exemption promotion or for Intensive Reading Interventions for Special Education students (K-4) and English Learners (ELs).</i>			
DETAILS OF INTERVENTION		Visit www.mde.k12.ms.us/intervention <i>RtI Resource Links</i> for additional resources.	
Student Name: <input type="text"/>	Describe intensive intervention strategies utilized – should be evidence-based: <input type="text"/>	Provide specific evaluation criteria, in <i>measurable</i> terms, utilized to determine effectiveness and monitor progress: <input type="text"/>	
Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain: <input type="text"/>			

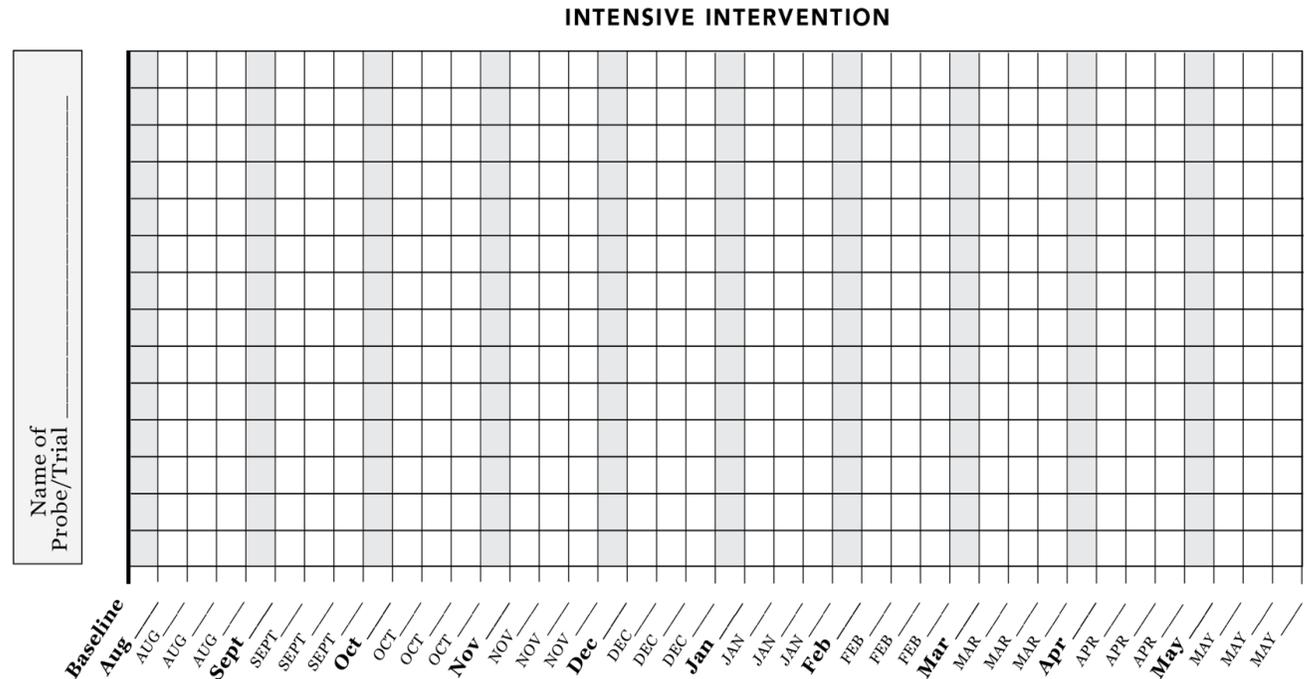
Section 3C: Progress Monitoring Documentation

- Progress Monitoring
- Documented Reviews
- Cumulative Documented Review
- Recommendations Based on Data

SECTION 3D

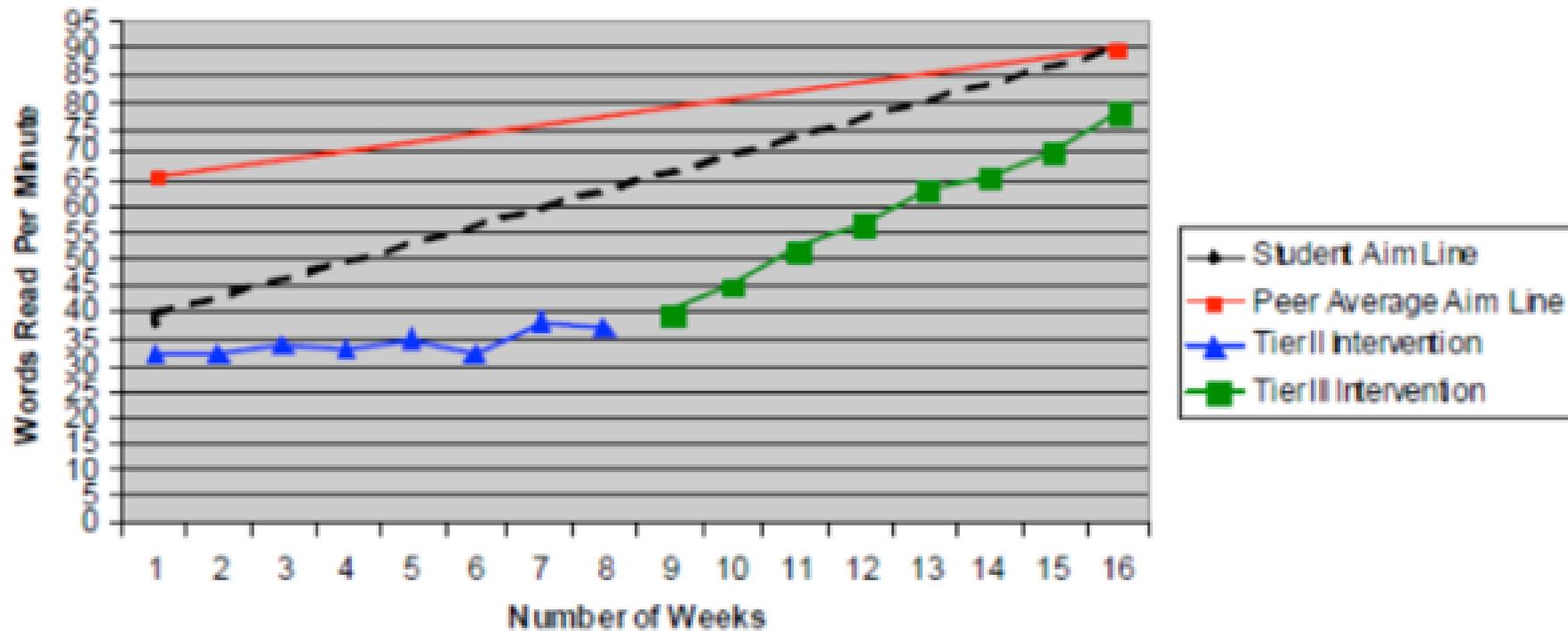
PROGRESS MONITORING AND EVALUATION FOR TIER III INTERVENTIONS

Instructions: **INDIVIDUALS RESPONSIBLE FOR DELIVERING INTERVENTIONS** should complete progress monitoring using the graph below or a report generated by your district intervention program. It is recommended that the teacher establish a baseline by administering three (3) probes or trials, selecting the median, and marking the baseline by placing a dot on the vertical axis. Teachers should determine the goal by determining the expected rate of progress and marking the target by placing a dot at the intersections. On the bolded line above each month, indicate the first result recorded that month; on the line to the right, indicate the second result of that month.



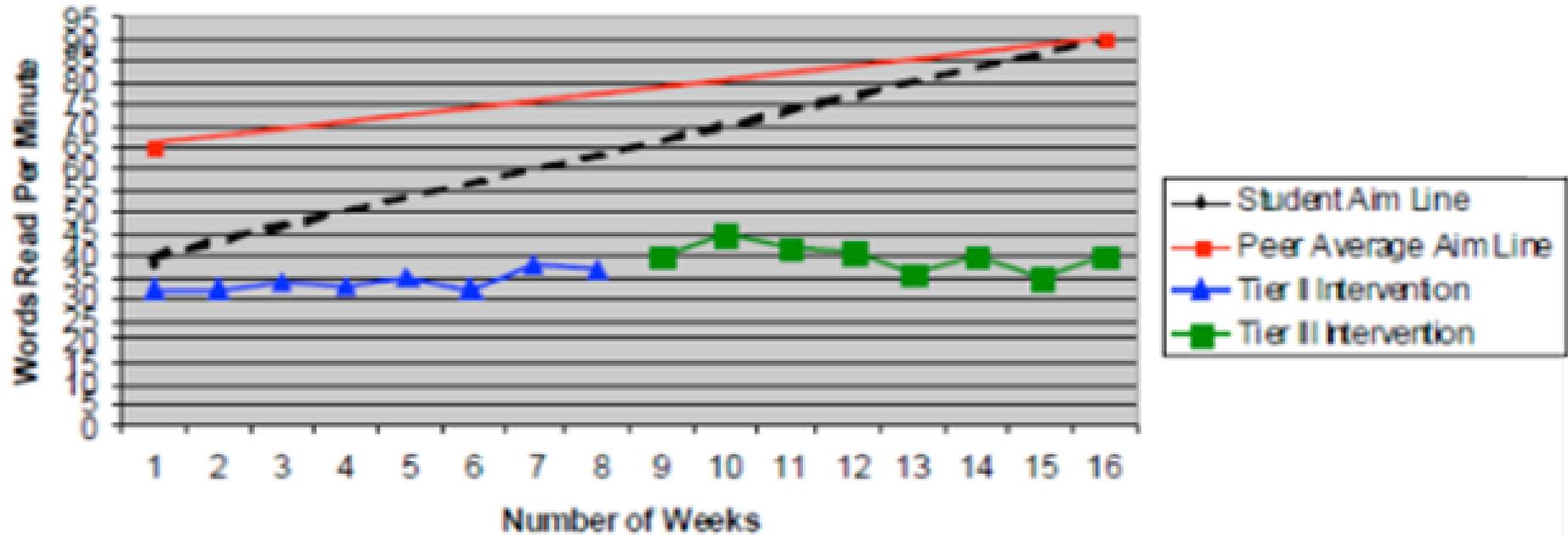
Progress Monitoring

GAP ANALYSIS GRAPH



Progress Monitoring

GAP ANALYSIS GRAPH



Parent and Family Guide to Understanding Response to Intervention

Parent and Family Guide to Understanding Response to Intervention

- Located on intervention website
- Defines the Three-Tier Model
- Contains questions to ask in TST meetings



Parent and
Family Guide
TO UNDERSTANDING
**Response to
Intervention**

Family Support

WHAT QUESTIONS SHOULD I ASK MY CHILD'S SCHOOL?

- Is the curriculum (core classroom instruction) meeting the needs of my child?
- Is my child currently in the tier process? If so, at which level?
- What are the extra support strategies that my child's school is using if he/she is struggling in the classroom?
- What have you identified as the area that my child is struggling in or needs additional support?
- What are you currently providing to meet those areas of deficiencies?
- How are you progress monitoring their growth?
- Is my child making progress?
- How will I be informed of the progress my child is making?
- If my child is not making progress, what are you going to do differently?
- What can I do at home to support my child in this process?

Contacts

Student Intervention Supports

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Career Guidance Resources

Navigating the Career Guidance Document
and Related Resources

Myra Pannell
Betsey Smith



MISSISSIPPI STATE UNIVERSITY™
RESEARCH & CURRICULUM UNIT

State Board of Education Goals

FIVE-YEAR STRATEGIC PLAN FOR 2016-2020



MISSISSIPPI CAREER DEVELOPMENT

Resource Document



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Introduction and Purpose

Mississippi Career Development Resource Document



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What should we know about this document?

- Read the 3 pages of the introduction and purpose.
- From the text, choose a *sentence*, a *phrase*, and a *word* that you feel is particularly significant about this text. Be sure to choose text that supports your learning about the document.
- You'll have 5 minutes to read. Questions?



What should we know about this document?

- You'll now have 3 minutes to share your thoughts with your table groups. Begin with sharing your sentence and explaining its significance to you...
- Now your phrase...
- And finally, your word.
- Take 3 minutes to have general discussion about what you heard.
- Share.



Academic Resources

Mississippi Career Development Resource Document



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Academic Resources for Students

- Take 3 minutes to scan the Academic Resources, paying attention to images or sections that you've wondered about or struggled with. Make notes in the margin.
- Introduce table hosts
- Your table hosts have been given three discussion questions. They will visit your tables and present the questions to you. The hosts will take notes based on your discussion.
- After all groups have discussed the three questions, the table hosts will share the key information they gleaned from listening to all groups.
- Questions?



Academic Resources for Students

- Table hosts, please report the overlapping conversations and topics that arose.
- Participants, what comments or questions do you still have?



Career and Technical Education, Career Readiness, and Workforce Resources

Mississippi Career Development Resource Document



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Career and Technical Education, Career Readiness, and Workforce Resources for Students

- We will combine the final three parts of the document to look for connections.
- Take 5 minutes to scan the CTE, Career Readiness, and Workforce resource sections of the document.
- Use the chart to silently take notes on each of the three sections, and answer the questions: “What does the text *say?*”, “What does it *mean?*”, and “Why does it *matter?*”
- Questions?



Career and Technical Education, Career Readiness, and Workforce Resources for Students

- Discuss at your tables what you discovered.
 - Share.
 - How do these sections relate?
 - What takeaways do you have about each?
-
- Let's take a look at some of the information and links in these sections...



Reflection

- What implications does the Career Development Resource Document have for my work with students?
- In what new ways can I use the document now?
- What other information would be helpful in a document like this one?
- Share.



Contact Us

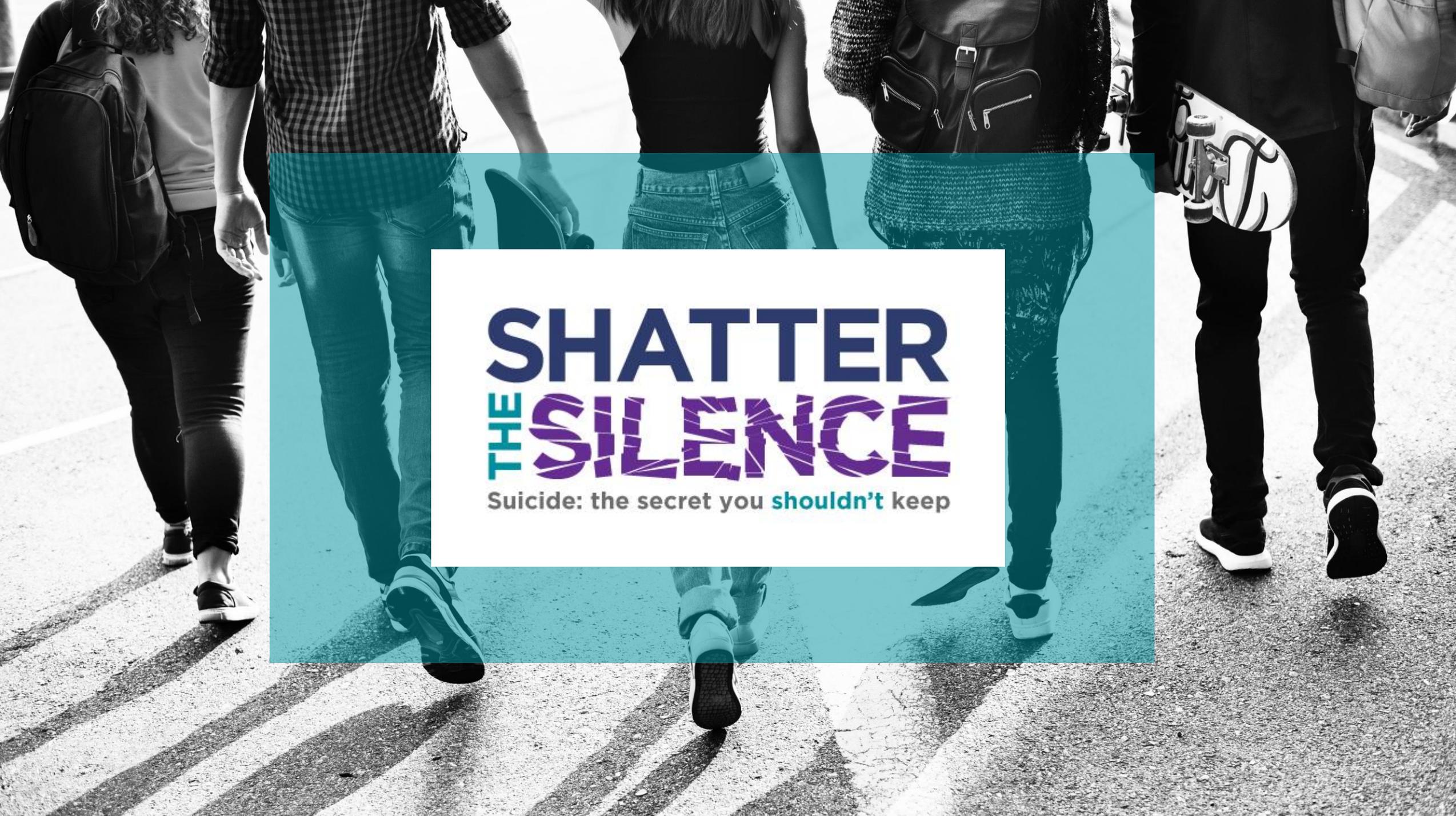


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A group of people walking on a crosswalk, with a teal overlay and a white text box. The text box contains the title 'SHATTER THE SILENCE' and the subtitle 'Suicide: the secret you shouldn't keep'.

SHATTER THE SILENCE

Suicide: the secret you shouldn't keep

Attitudes and Beliefs...



What are **YOUR** perceptions of mental health problems and suicide?

What **WORDS** come to mind?



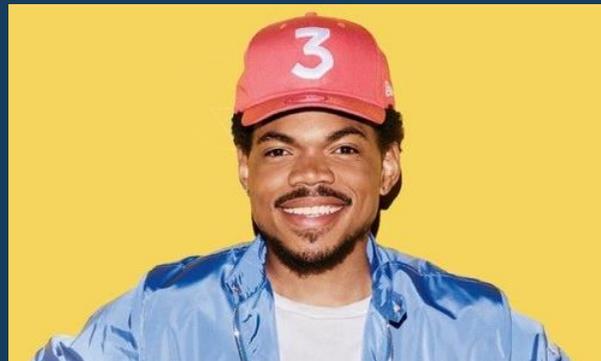
What WORDS would you use to describe these celebrities?



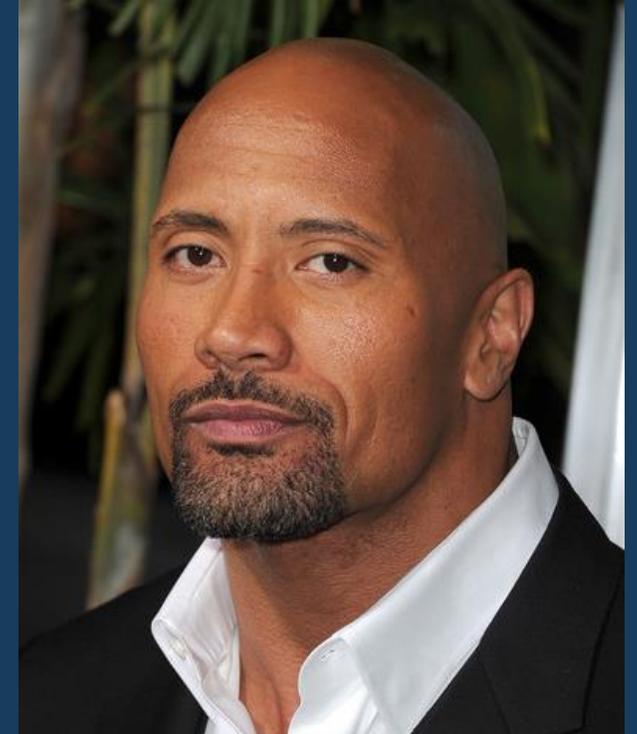
Anxiety and
Panic
Disorder



Depression and
Anxiety



Anxiety



Depression

What is a Mental Health Problem?



A **HEALTH**

condition
that impairs

- thinking
- mood
- behavior

Can be related
to

- genetics
- brain
chemistry
- life
experiences
like trauma
and abuse

How Common Is It?

- **One in five** people will experience a mental health problem during their lifetime.
- **13% of** young people experienced a period of major depression in 2016.
- **One in 25** Americans live with a serious mental illness.

It Can Happen to Anyone...



Truths About Mental Health Problems...



- People with mental health problems can live happy and fulfilling lives.
- **80–90%** of people who seek help for mental health problems are just as successful as anyone else.

Why Do People Not Seek Help?



Despite the fact that **1 out of every 5** of us in this room will experience a mental health problem, we still play the shame game.

A person is holding a small, rectangular, light brown card with the words "THERE ARE NO RULES" written in a dark, hand-drawn, blocky font. The person's hand is visible at the bottom of the card. The background is a blurred image of a person's face.

THERE
ARE NO
RULES

What Can You Do for Yourself or a Friend?

- Educate yourself & others.
- Ask questions and really listen.
- Do not label yourself or a friend by a diagnosis.
- Treat yourself and others with respect.
- Keep up with regular routines and activities.
- Speak up to get help.

Without help...

- Loneliness
- Depression
- Poor Physical Health
- Alcohol & Drugs
- Self-harm
- Hopelessness
- Suicide





SHATTER THE SILENCE

Suicide: the secret you shouldn't keep

Together
we can
prevent
suicide.

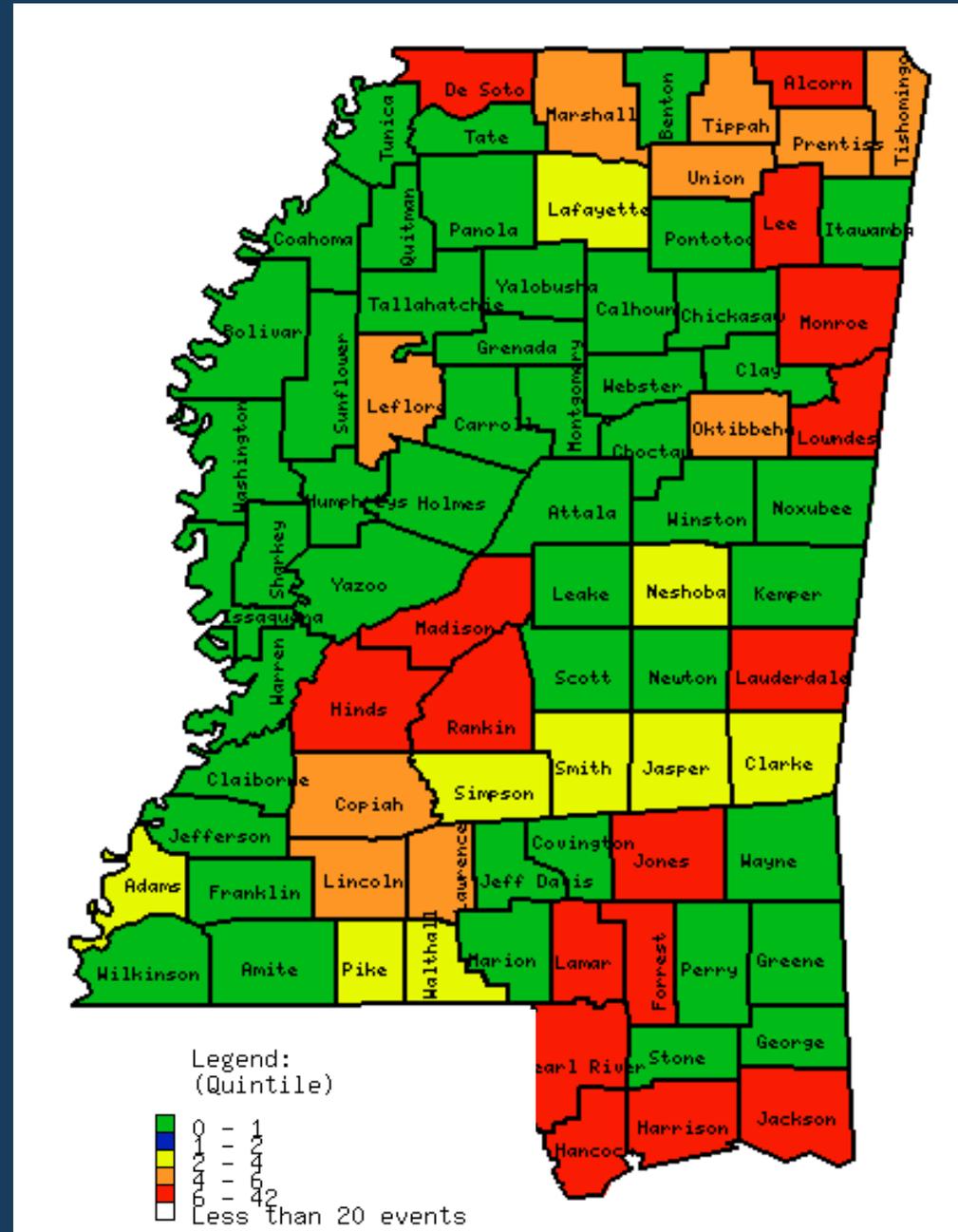


National Suicides 2018

- 48,344 Americans died by suicide
 - 132 people per day
 - 1 person every 11 minutes

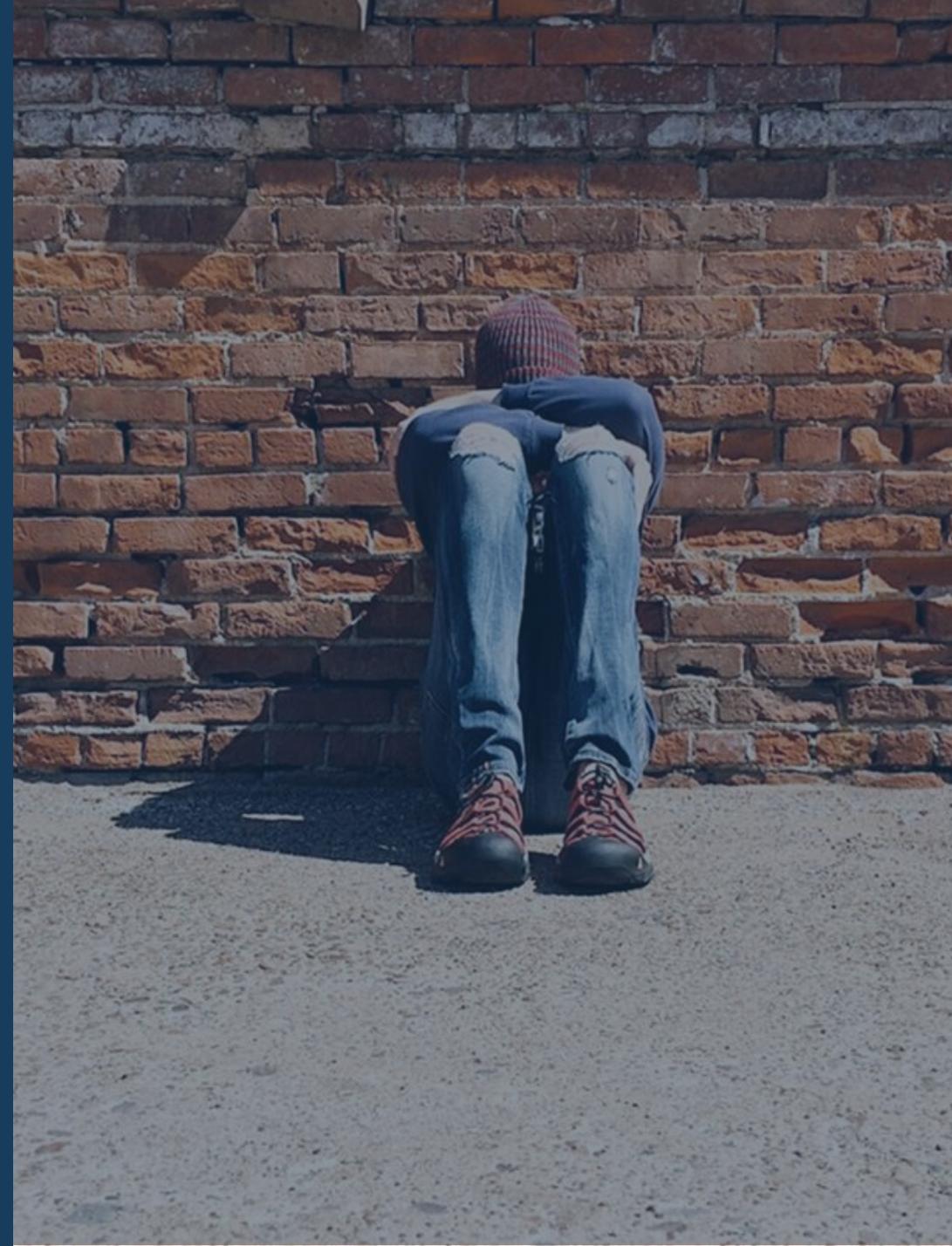
Mississippi Suicides 2018

- 422 suicide deaths
- 81% male



Mississippi Youth Suicides 2018 (under 24)

- **66** suicide deaths
- **16%** suicide deaths
- **3rd leading cause of death** for MS teens



True or False?

Suicide cannot be prevented. If someone is set on taking his/her life, nothing can be done.

*False – Most people do NOT want to die.
They only want the pain to stop.*

Warning signs are present in most suicides.

*True – 4 out of 5 people show warning signs
before suicide.*

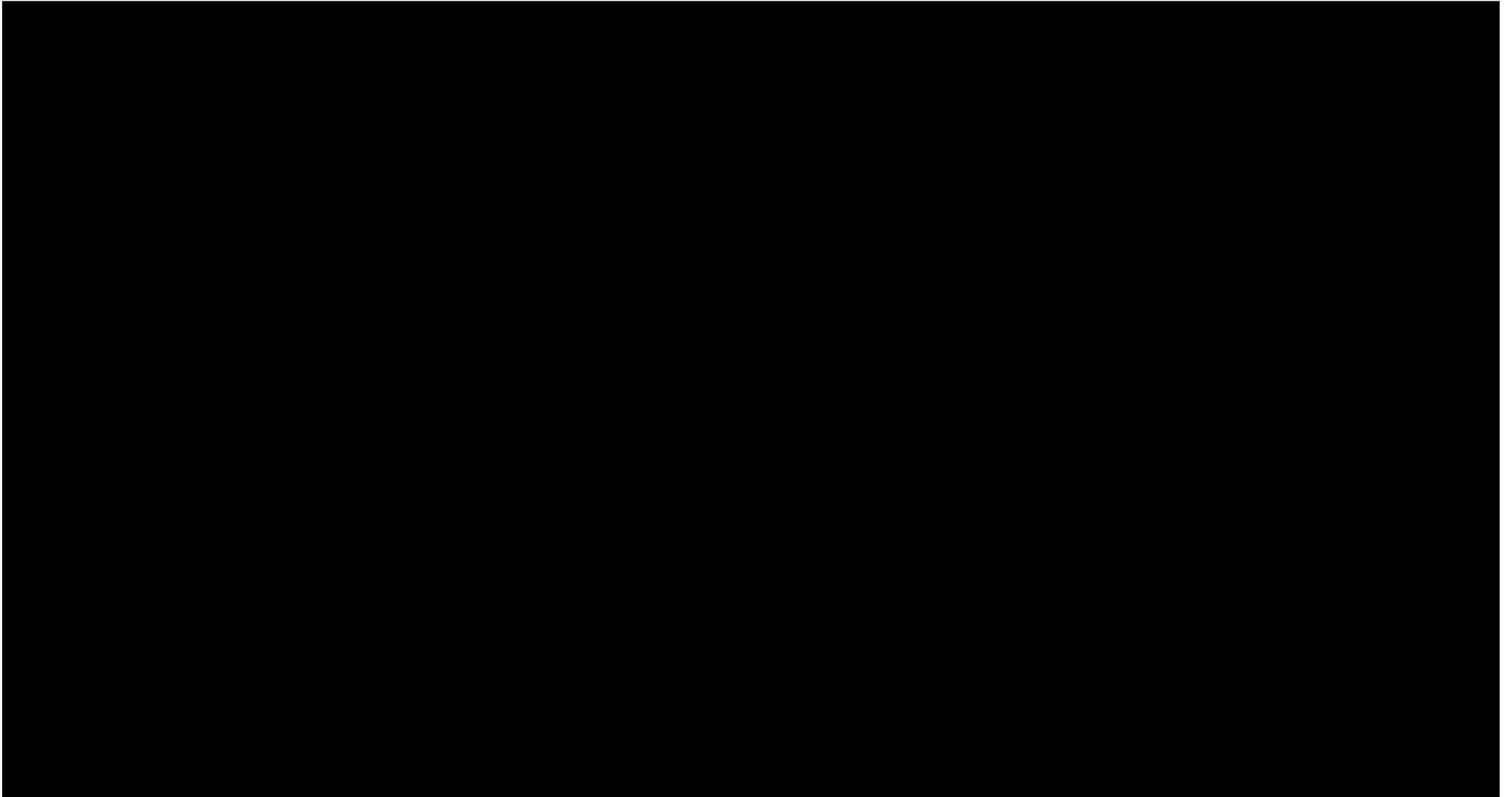
True or False?

Asking someone directly about suicide will make them more likely to go through with it.

False – Most people are relieved when someone else starts the conversation they are too afraid to begin themselves.

People who talk about suicide never go through with it, so there's no harm in keeping it secret.

False – Anyone who talks about suicide must be taken seriously and teens should tell a trusted adult.



Awareness Test Video

Risk Factors for Suicide

- Untreated mental illness
- Previous suicide attempt
- Family history of suicide
- Stressful life events
- Serious chronic health conditions/pain
- Lack of support
- Bullying



Warning Signs for Suicide...



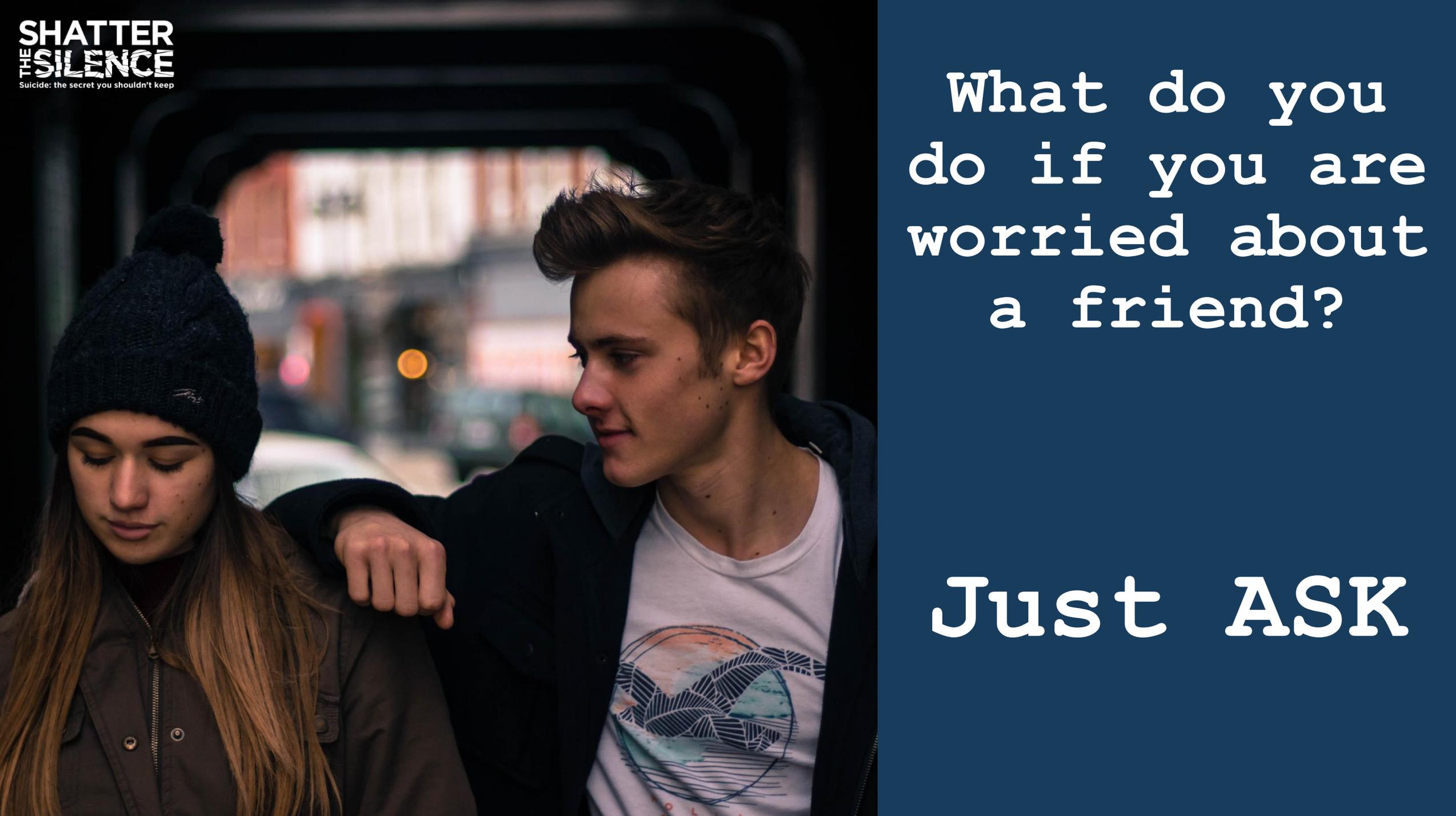
- Withdrawal and isolation
- Personality & mood changes
- Trouble concentrating at school or work
- Talking, writing, or thinking about suicide
- Feeling hopeless, helpless, or worthless
- Giving away favorite things
- Becoming cheerful suddenly after depression



Substance use and suicide



- **Alcohol** contributes to over **70%** of suicide deaths
- **Opioid addiction** increases chance of suicide
 - **2x** for males
 - **8x** for females



**SHATTER
THE SILENCE**
Suicide: the secret you shouldn't keep

What do you
do if you are
worried about
a friend?

Just **ASK**

ACT to save a life

Acknowledge the risk is real

Care enough to listen without judgement

Tell someone help is available and go with them to access it



Focus on Reasons to Live



Do NOT...

- Keep it a secret
- Think it will go away
- Leave someone alone
- Dare someone or "call their bluff"
- Argue
- Think nothing can be done
- Think you have to fix it alone



You never have to be alone..

National Suicide Prevention Lifeline

1-800-273-8255 (TALK)

Crisis Text Line

741 741

SHATTER THE SILENCE

Suicide: the secret you shouldn't keep

LEARN THE
WARNING SIGNS OF SUICIDE
TO SAVE A LIFE

Download the app today



Available on the
App Store



ANDROID APP ON
Google Play



Supporting a Better Tomorrow...One Person at a Time

HELPLINE • 1-877-210-8513



a campaign of the
Mississippi Department of Mental Health

For more information or to request a presentation,
contact us at 601-359-1288

Mississippi School Safety Act of 2019



House Bill 263

- Passed in the 2017 Legislative Session
- Required that in the 2017-2018 school year, all school district employees receive 2 hours of suicide prevention training, and new employees thereafter.



House Bill 1283

Mississippi School Safety Act of 2019

Mental health components:

- Social/Emotional Learning Curriculum (Line 149)
 - Required to pilot 3 pilot programs in 6 school districts
 - Piloted in 11 districts in Mississippi beginning August 2020
 - DMH responsible for selection of curriculum
 - Results measured for potential implementation statewide
- Standardized MOU between districts and certified mental health providers (Line 263)
 - MOU includes standardized behavioral health screening and referral protocols, procedures and forms to be utilized by the local school districts
 - DMH will develop online training for appropriate school personnel to conduct initial behavioral health screenings of students experiencing or exhibiting behavioral stress or at risk of harming themselves or others

House Bill 1283

Mississippi School Safety Act of 2019

- Mental health and suicide prevention refresher (Line 160)
 - Refresher required for all school district employees, every 2 years
 - DMH responsible for development or selection
 - MDE responsible for ensuring implementation
 - Training shall be no cost to school employees



Why is this important?

- Mental health problems are common
- 50% of all mental illnesses begin by age 14
 - 75% by age 24
- People delay getting treatment for mental health disorders. The median delay was 10 years.
 - 50% of children and 60% of adults- report no treatment in the last year

Why is this important?

- More than 90% of people who die by suicide show symptoms of a mental health condition
- Suicide is the 10th leading cause of death in the US
 - 48,344 Americans died by suicide in 2018
 - 422 of them were Mississippians
- Suicide is the 3rd leading cause of death for youth/young adults ages 15-24 in Mississippi

Improving the Mental Health of Mississippi's Children & Youth



- Explains the Mississippi School Safety Act of 2019
- 5 Refresher Course trainings to select from (implementation August 2020)
- Community Mental Health Centers
- Mobile Crisis Response Teams
- Standardized MOU between District and Community Mental Health Center
- School Mental Health Non-crisis Referral Form



Supporting a Better Tomorrow... One Person at a Time

HELPLINE • 1-877-210-8513

Molly Portera
Molly.Portera@dmh.ms.gov
601-359-6590



THANK YOU FOR ATTENDING THE TRAINING!

- CEU forms
- Please fill out the short evaluation form before you leave. Safe Travels!

Contact Information



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