COLLABORATIVE CONSULTATIVE MODEL

ROSELLE PUBLIC SCHOOLS

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WHERE DID THE COLLABORATION BEGIN?

- Administrative Team
- NJCIE
- Special Ed Teachers
- Gen Ed Teachers
- Stakeholders
- Parents
- Gen Ed Teachers
- Special Ed Teachers
- Stakeholders
- Parents
- NJCIE
- Administrative Team
WHERE DID THE COLLABORATION BEGIN?

- Administrative team highlighted a need to Prepare *ALL* our Students for College, Work & Life
- Sought the insights of NJCIE to identify the strengths and weakness of our program
- Met with all stakeholders to ensure everyon’e’s concerns were heard and addressed
- One year of imbedded professional development for Administrators, Special Education, General Education Staff & Parents before we rolled out the model
Administrators had faith in the teachers and believed in the process allowing teachers to start the year with a “blank slate”

Teachers were trusted to divide their student caseloads and to create their own schedules

Teachers Association understood that we were not violating the contract in any way because they had been part of the process from the beginning

Parents trusted the process as they had access to the experts during parent training and open meeting times

Students were surveyed during the previous year and their concerns were addressed in the model
Consultation 6A:14-4.5 (e) Consultation as a service on behalf of a student with disabilities or a group of students with disabilities may be provided by a related service provider, a teacher of students with disabilities or a CST member to the general education teacher and or the teacher aide. Such consultation shall be indicated in the IEP. The frequency and duration of the consultation shall be indicated in the IEP.
MODEL IN ACTION: CHANGE IN CULTURE

Coteaching = A Marriage

Collaborative Consultation = Coparenting
The focus is on the child.
MODEL IN ACTION: CHANGE IN CULTURE

The student benefits from two distinct experts

The special educator becomes the expert in strategies and support.

The general educator remains the expert in content.
The Special Educator looks through the eyes of the student to provide the personalized supports necessary for the individual to succeed in the general education setting.
MODEL IN ACTION: CHANGE IN CULTURE

- The special educator becomes the expert in strategies and support while the general educator remains the expert in content.
- This model is co-parenting as the team is focused on the students not each other.
- We ask the special educator to look through the eyes of their student and provide them the supports necessary to be successful in the general education setting.
MODEL IN ACTION: TRANSLATION

Which Model is Most Inclusive?
MODEL IN ACTION: TRANSLATION

- PreTeaching
- Audio Adaptations
- Scaffolding
- Modifications
- Checklists
- Strategic Grouping
- ReTeaching

individual needs through the eyes of the student
MODEL IN ACTION: MENTOR TEACHER

All students are assigned a mentor teacher upon entering ACHS

**The Mentor Teacher**

Monitors student mentee’s grades, attendance, & behavior,

Meets with mentee on a scheduled basis,

and is the Point Person for Parent Contact.
STRUCTURED LITERACY
Identification of Dyslexia following an IDA aligned protocol

**Screening**
- train all teachers in dyslexia screening tools

**Response To Intervention**
- High Quality Data Driven Tier II Instruction

**Standardized Testing**

**MultiSensory Structured Literacy Intervention**

**Goal Driven Progress Monitoring**
Structured Literacy

Special Education Consultative Teachers Extensively Trained in:

- Orton Gillingham
- Decoding, Encoding, and Morphemic Instruction
- Lindamood-Bell’s Visualizing and Verbalizing
- Comprehension
- Sounds in Motion
- Phonemic Awareness Kinesthetic Approach
- Cognitive Connections
- Executive Functioning Strategies
TECHNOLOGY

- Kurzweil Text to Speech Software
- Bookshare Audiobook Platform
- Achieve3000
- Chromebooks with Voice-Typing Speech to Text Software
- Flowcabulary
- Rewordify
WHAT DO OUR STUDENTS SAY?

“I don’t want a teacher breathing down my back. That’s just not cool!”

“I’ve got my school mom who gets me and helps me the way I need!”

“This way, nobody needs to know that I’m dyslexic”

“I like the independence. My sped eds teach me to advocate for myself!”

“My teachers make me want to show everybody how capable I really am”