

Student Services: Prevention/Intervention

COMPONENT #: 8-409-003

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to identify and implement research-based best practices and strategies for assessing student and environmental risks and provide interventions that increase personal safety and enhance the learning environment leading to a reduction in incidents of school critical incidents/violence.

Upon successful completion of this component, the participant will be able to incorporate into his/her student services program the principles presented in this workshop.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input checked="" type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Learning Environment | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|---|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input type="checkbox"/> PS 6 – Communication |
| <input type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

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- | | |
|--|--|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify actions to be taken in response to a critical incident.
2. Identify and implement the four stages of crisis management.
3. Develop necessary skills for intervening in the aftermath of a critical incident or disaster.
4. Implement collaborative strategies to assist families and their children during critical incidents.
5. Review current research about the impact of a variety of losses (e.g. family separation/divorce, death through illness or suicide, loss through accidents or natural disasters, and issues of acculturation).
6. Identify appropriate affective strategies to use with a student experiencing loss to promote emotional, social and academic functioning.
7. Identify students at-risk for suicidal/violent behavior.
8. Research, identify, and discuss observable physical signs of child abuse and observable behavioral changes that may indicate abuse.
9. Identify the district's procedures and policies in reporting child abuse.
10. Identify students who are engaging in self-injurious behavior.
11. Identify school-wide effects of harassment/ bullying/cyberbullying as it impacts the school climate and the safety of students and staff and implement best practice strategies for reducing harassment and bullying.
12. Develop a cross cultural understanding of diverse student populations in order to reduce and prevent acts of harassment and bullying that lead to violent behaviors.
13. Identify unsafe practices associated with the Internet and implement best practice strategies that promote a safe learning environment.
14. Identify the impact of stress as a result of the acculturation process and utilize strategies for stress management.
15. Develop a set of problem-solving principles, a structured process of problem-solving strategies, and a set of foundational abilities that students need to resolve conflicts effectively.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate actively in all discussions, lectures/presentations and activities on actions to be taken in response to a critical incident (SLO 1-6 &13).
2. Discuss the early warning signs for violence and suicide prevention to identify students at risk for these behaviors (SLO 6-7, 11 & 13-15).
3. Discuss research-based affective strategies/techniques for intervening in the prevention or aftermath of a critical incident/disaster with consideration to cultural sensitivity (SLO 2, 5-6 &12-15).
4. Discuss reporting procedures and policies regarding at-risk behaviors, child abuse, and school safety (SLO 7-15).

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5. Implement evidenced-based best practices, counseling strategies and activities that will address the needs of diverse populations/learners and stress related issues (SLO 1-15).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers.
1. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios..

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Student Services

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