

Walker Partnerships and Walpole Public Schools: Five years of collaboration proves effective for building system-wide capacity to support struggling students

Over the past five years, the Walpole Public School system has invested considerable thought, time and resources to ensure that most of their students with social and emotional needs can remain within their school district, while also improving their academic, social and behavioral functioning. Working with the Walker Partnerships, they have successfully created a continuum of inclusion support classrooms from Kindergarten through 12th grade. Walpole school officials have asked Walker Partnerships staff members to provide program consultation, case consultation, professional development, behavioral support, and social work services to these programs.

Each "Partnerships" classroom in Walpole has a clearly defined objective: to empower each student to become actively engaged with the learning and social environment in ways that are satisfying, focused and productive. The specific support strategies currently in place include:

- **Integration support:** Walker Partnerships staff support students' participation in general education classes by attending classes with them and providing assistance to students and teachers as needed. Together with classroom teachers, Walker Partnerships staff help students set and achieve appropriate educational and behavioral goals.
- **Special classroom instruction:** Students who require a specialized instructional approach for a specific subject receive it in the Partnerships classroom.
- **Academic and behavioral support:** Most Walker Partnerships-supported students spend at least one period each day in the Partnerships classroom, where they receive academic



support such as a review of homework and long range assignments, as well as behavioral support, including a review of behavioral contracts.

- **Emotional and social support:** Walker Partnerships social workers assist in locating appropriate psychotherapy in the community or provide individual therapy for those students who need it. Walker Partnerships staff often provide psycho-educational groups in the Partnerships classroom.
- **Social work support:** Walker Partnerships social workers facilitate communication among the various extended team members—school-based team members, parents, medical and mental health providers, social service and juvenile justice workers—and assist in accessing community-based services for each student. The social worker builds and maintains positive working relationships with all students' homes. He or she monitors and evaluates progress toward therapeutic and academic goals.

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Reminder to Administrators:

You may not be aware of some of the additional services offered by Walker Partnerships:

- Our team can conduct comprehensive **special education grant evaluations** for Title I: 240, 262 and 274 grant-funded programs. Arrangements should be made with us prior to January so that adequate time can be allowed to complete the grant evaluations.
- Walker Partnerships senior staff members can provide **assistance with your preparation for the Coordinated Program Review (CPR) and Mid-Cycle Review.**
- We offer an array of **instructional assistants professional development opportunities**—designed for this group of professionals who sometimes have limited opportunities for professional development. Trainings can be tailored to a school system's early release day schedule and offer outcome-focused opportunities for IAs to work on case studies.
- Our staff can conduct a **budget analysis** for the development of the **Therapeutic Inclusion Support Model (TISM.)** This assessment is the first step toward building greater capacity within a school to serve students with social/emotional/behavioral needs. We will work with your special education department through a comprehensive fiscal assessment, meet with parents and staff to assist with the implementation of the TISM, and provide ongoing support to the program.

For information on Walker Partnerships services and program development options for your district, please contact:

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Walker Partnerships and Walpole Public Schools, continued

In addition to the Partnerships classrooms, Walker Partnerships also offers staffing support and consultation to Walpole's *Bridge* program. Created to provide educational and therapeutic support in a substantially separate setting, *Bridge* prepares troubled high school students for successful integration into Walpole High School and the Walpole community. While in the *Bridge* program, students receive academic instruction that follows the curriculum of Walpole Public Schools and prepares them for meeting all the requirements for a high school diploma. *Bridge* students also receive the behavioral, therapeutic, and case management supports needed to address their unique set of special needs in a safe environment that actively engages them in the learning process and the pursuit of personal goals.



Walker Partnerships is proud of the role our staff members have had in the programmatic development and system-wide accomplishments achieved during the past five years in Walpole Public Schools. We look forward to further collaboration with our partners in Walpole and with other school systems looking for innovative and effective ways to support troubled and struggling students. For more information about Walker Partnerships, please contact Jim Earley, managing director, at 781-292-2178 or at jeasley@walkerschool.org.

Walker Partnerships announces 2007-2008 roster of instructors to provide professional development and training

Walker Partnerships has assembled a highly-skilled team of professionals to provide professional development and training opportunities throughout the calendar year. We are proud to offer training and instruction from:

Tammy Barrera, M. Ed., former associate principal at The Walker School

Ray Bohn, C.A.G.S., former director of Pupil Personnel Services, Lesley University adjunct faculty member

Ellen Honeyman, C.A.G.S., former and current director of special education

Jerry Kupperschmidt, M.A. Ed., former and current director of special education

Joe Matta, C.A.G.S., former director of special education

Robin Norman, M. Ed., former out-of-district coordinator, Title I director

Joe Ristuccia, Ed. M., licensed certified psychologist

Dina Trainello, Ed. D., FBA educational consultant and trainer, Fitchburg State College visiting lecturer

We are also pleased to welcome two new members to our professional development training team:

Russell Livingston, M.D., child psychiatrist, director of the Commonwealth Center For Psychotherapy

Michael Ferullo, MSW/LICSW, consultant, staff trainer on adolescent substance use and abuse

Professional development topics that are currently offered by Walker Partnerships:

- Case Management: What Does It Look Like in the Public School?
- Psycho-pharmacological Intervention: Treatment and Outcomes
- Understanding Diagnosis
- Solution-Focused Therapy For School Clinicians
- Understanding School Refusal/Anxiety Disorder
- Cognitive Behavioral Strategies: De-escalating Behavior and Promoting Confidence
- Trauma-Related Acting Out/PTSD in the Classroom
- Understanding Attachment Disorder
- Responsive Intervention and Differentiated Instruction
- Writing Goals and Objectives for the IEP
- Understanding Executive Functioning Disorder: Strategies of Instruction Intervention
- Parent Training: Understanding the Implication of Behavior
- Identification and Eligibility Determination of Students with Social /Emotion Needs
- The Pre-Referral Team: Roles and Responsibilities
- Coaching the Pre-Referral Team
- Conducting the Functional Behavioral Assessment
- Writing the Behavioral Intervention Plan
- Roles and Responsibilities of Instructional Assistants
- Supporting Language Development by Instructional Assistants
- Strategies of Behavior Management for Instructional Assistants
- Strategies of Behavioral Management for Classroom Teachers
- Introduction to the Massachusetts Curriculum Frameworks for Instructional Assistants

To arrange a training session or to find out more information about our professional development training services, please contact Jim Earley, managing director, at 781-292-2178 or jeasley@walkerschool.org. You can also find information about our trainings at www.walkerschool.org/Programs_WP_Training.aspx

The New Academy, a DOE-approved 90-day stabilization transition program in West Newton and a unique joint venture of EDCO and LABBB Collaborative, The Newton Community Service Center and Walker Partnerships—has begun the school year with five students. There are currently five additional openings for high school-aged students who require stabilization and transitional support for a successful placement at their high school. Middle school-aged students may be considered for the program. For more information, please contact Ms. Jennifer MacIver, program director at 617-244-1404. Referral information should be forwarded to Dr. John Malloy, director of special education programs, EDCO, 281 Winter Street, Waltham, MA 02451.

