

PSI PARADIGM®

A PSI Communique for the Educational Community

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PSI believes in professional development and life-long learning. Whether it's trainings we provide for our own staff or workshop opportunities we provide to our partner schools, keeping abreast of cutting-edge best practice information is crucial to providing the finest education for our students and the best service to our client schools.

This issue of Paradigm will highlight PSI's recent staff trainings and will also provide you with professional development opportunities, webinars, and resources for this school year and beyond. If you should have any questions or would like to arrange professional development for your school, do not hesitate to contact karenmckelvey@psi-solutions.org.

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Presented by Karen McKelvey, EdS, Director of Professional Development & Prevention/Intervention Services, Coordinator, ESL and Foreign Language Services

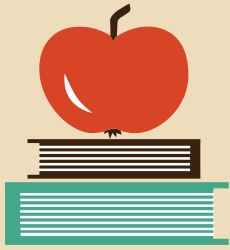
Karen McKelvey, PSI's Director of Prevention/Intervention Services and Crisis Team Coordinator, spoke about suicide prevention at the Fall Health Professionals Meeting in November.

The subject of suicide, extremely important in today's society, has become overwhelming for many. Yet, teachers and health care staff can play pivotal roles in its prevention. Sadly, every day there are eleven youth suicides and every two hours and eleven minutes, someone under 25 commits suicide. It is the *second* leading cause of death among teens in Ohio and increasing rapidly among those in the age bracket 10-14!

The first steps for schools are to develop guidelines and a support strategy, demonstrate commitment, followed by a concrete planned response. Staff responsibilities include learning the signs of risk, identifying those at risk and then referring these students to appropriate resources.

Parents, who tragically are often caught unaware, should be cognizant of the school's policies. They should know both what the signs of trouble are and where to go for help. Similarly, students should be aware of the warning signs among their peers, where help can be found in the school and community and, especially, know who are caring and trusted adults. *(continued on page 3)*

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PSI's Fall Training
FOR EDUCATIONAL
SUPPORT STAFF

Understanding OT in the School Setting

Presented by Kara Paget Brogan, OTR/L

More than 200 of our staff attended this important training as the numbers of students receiving OT services continue to grow. All school based staff need to know how to best support OT services to improve student achievement and to maximize the effectiveness of the Occupational Therapy.

There is more occupational therapy (OT) in schools than ever before. But what is OT? It consists of activities to help children who have physical and psychosocial challenges. About a third of occupational therapists work with children in schools and health care facilities.

School-based OTs provide service through consultation with staff and administrators. The classroom setting or the playground are the optimal locations to deliver OT services.

Occupational therapists can help students with ADHD by aiding fine motor skills and furnishing a program for both physical and mental activities. OT can also be part of intervention services through RtI and PBS. For example, the RtI

process helps identify students with these challenges and set goals for the student based on performance goals. The OT collaborates with the team and after 4 to 6 weeks of implementation and data collection, both teams should meet to discuss results.

What determines if a student needs OT? One important criteria occurs when performance is not consistent with ability. Another is if specifically designed OT interventions can cause academic improvement. Still another is when traditional school supports are unable to address the area of concern.

Occupational therapists work in the classroom, playground, lunchroom, school bus, and in the hallway. The services address sensory needs, self-regulation of alertness, assessing social-emotional needs, managing and expressing emotions, impulse control, and developing and coordinating Physical Education skills. Good OT services provide interventions for the mental and physical health of students in need.

Laying the Foundation For Reading Success

Presented by Tim Rasinski, Ph.D.

One of easiest ways to teach reading fluency to students is through song. We sing because it's fun, and doing so releases serotonin. It gives words meaning and provides context. It turns kids on to reading and improves literacy.

Songs can be cultural and historical, thus teaching the vocabulary of different cultures and their history. Songs are great for teaching reading out loud. Several things happen simultaneously: hearing oneself, articulation, repetition, developing decoding skills, keeping pace and improving comprehension. The magic of song can bring success to the development of multiple cognition skills.

What matters in teaching reading is *comprehension*. When a child finishes a story in class, ask him/her about it. Get them to talk about it. Use word games with these students. One great example are word ladders. It's entertaining and kids will learn to be better readers the more it is played *meaning increased learning*. Ask for one letter to be changed: kin, tin, sin, lip, lap, sap, cap, tap, map and so forth. One variation happens where one letter is added, such as pup, pump, cap, clap, lip, slip and the list proceeds. These tools are like opening a genie's bottle leading to spontaneity, group involvement and reading fun! *(continued on page 3)*



laying the foundation
**FOR READING
SUCCESS**

Laying the Foundation For Reading Success

(continued from page 2)

Presented by Tim Rasinski, Ph.D.

Song, coupled with poetry teaches phonics. Together they build vocabulary and

decoding skills. Fun and discovery retains student interest. It is in kindergarten and first grade that students become the most interested in words and phrasing. That interest tends to drop as they advance in grade but it doesn't have to happen. Fun and creative teaching strategies significantly aid in keeping interest alive.

Metaphors and idioms are another useful aid because of their incongruity. "It's raining cats and dogs." This tactic makes visible what's previously invisible. Assignments using baseball or food idioms are great. "A player named Angus beefed about everything." "He's definitely the cream of the crop."

High level reading instruction offers many opportunities. Paired reading, student and teacher or two students reading aloud is just one example. Parent and child is also great, just ten minutes a day is enough. Another option is for the teacher to read something fast, then slow and then at a regular tempo. Captioned TV, especially in preschool and early grades, is also a valuable tool. Still another is reading as a group.

Aside from line reading, repeated reading of one passage (50 to 250 words) four to six times also significantly aids cognition. This is enhanced if students perform the text they practice. Other useful tools are for students to write their own poems or add to or change a story they have read.

Whether it's a song, a poem or a school cheer, through the use of common phrases, metaphors, repetition, and a little elbow grease applied to imagination, reading fluency will grow when kept fresh and a fun way to learn. Building literacy is the one key variable to individual and school improvement! PSI's Literacy Experts can help support your staff to maximize reading achievement.

Health Professionals as Partners in Suicide Prevention *(continued from page 1)*

For the young person gripped by this nightmare, it appears as a monstrous, unsolvable, unending problem with one outcome, however wrong it may be. It is irrational, coloring everything, yet it is also a pathological form of communication. The most at-risk group demographically is male Caucasian students 15-18. The least at-risk is female African-American students of the same age.

Risk factors include demographics, clinical aspects (psychiatric diagnoses, drug and alcohol usage), family background, exposure to the media and recent severe stressors that may have happened. Careful attention must be paid to students who have even intimated thoughts of suicide.

The good news is that there are protective factors. These include contact with a caring adult, building a sense of connection with the school and community and knowing where to get professional help. Right away the student should know it's OK to ask for help. *For staff that gets involved in such situations, your role is to identify, listen and refer.*

This school year, PSI has formed a partnership with LifeAct, a free statewide collaboration with middle and high schools. Representatives will speak at schools for two sessions, each 45 minutes. Contact Karen (karenmckelvey@psi-solutions.org) for more information on student or staff programs or go to <http://lifeact.org>.





WEBINAR SERIES 2014-2015

PSI's Webinar Series

PSI is pleased to present a series of webinars utilizing our Expert Partners and covering a variety of topics related to education. Please look for announcements via email for future webinars or check the PSI website for archived versions of those that have been completed.

September 18, 2014	Tim Rasinski, PhD/Kay Almy	<i>Developing Vocabulary in Reading*</i>
October 29, 2014	Jerry Jindra/Holly Davidson	<i>Enrollment Now!*</i>
December 10, 2014	Tim Rasinski, PhD	<i>Engaging Phonics and Word* Recognition Instruction</i>
January 14, 2014	Scott Poland, EdD/Michele Gay	<i>Lessons of Sandy Hook*</i>
March 2015	PSI Health Staff/Richard Lieberman	<i>School Staff and Stress</i>
April 2015	Scott Poland, EdD/Colleen Lorber, PhD	<i>Students who Self-Injure - Critical Issues</i>

* Archived on the PSI website at www.psi-solutions.org.

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