



educational service center
of Central Ohio

Specialized On-Site/Online Support (SOS) Team Professional Learning Opportunities



Specialized On-Site/Online Support Team:

Building Your Capacity to Improve Outcomes for All Students

The ESC of Central Ohio's Specialized On-Site/Online Support (SOS) Team provides customized, job-embedded coaching and/or workshops that fit your district, school, team, or individual needs.

The SOS Team of experts has one common mission: to build your professional capacity to improve outcomes for all students using a multi-disciplinary approach. The team provides support in a variety of areas, including:



Mental Health



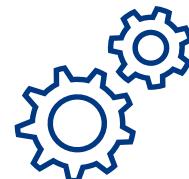
Behavior Intervention



Family/Community Engagement



English Learners



Administrative Support



Diverse Learners

SOS team members support your needs through professional development opportunities delivered in your school or district, virtually, or at the ESC of Central Ohio.

Contact bryant.tela@escco.org to discuss how the SOS team can help your district. Visit <https://www.escco.org/SpecializedOn-SiteSupportTeam.aspx> for links and resources.

Meet the SOS Team



Bryant Tela

Bryant is the SOS Team Behavior Intervention/Mental Health Consultant. He has an MSE in Educational Leadership and a MSW in Social Work with a Concentration in School Social Work. Bryant is a Master Level CPI instructor with specialization in the areas of Autism, Verbal/Nonverbal Communication, and Trauma. Bryant has more than 20 years of experience in mental health work in the school setting.

Bryant will work with your team in the application of PBIS, Restorative Practices, team development, mental health, and Behavior Intervention approaches.



Mindy Cain

Mindy is the SOS Team Instructional Consultant for both general and special education. She earned a bachelor's degree in Psychology and a master's degree in Special Education/Deaf Education. With more than 13 years of experience in the education field, Mindy has expertise in the areas of IDEA, ADA, IEPs, 504, classroom management, leadership, collaboration, team building, and differentiated instruction.

Mindy loves working with educators to strengthen their professional skills in order to provide the best outcomes for students.

Meet the SOS Team



Kate Wallace

Kate is the SOS Team Board Certified Behavior Analyst (BCBA, COBA) for both general and special education. She has a bachelor's degree in Speech and Hearing Sciences as well as a master of education in Special Education. She uses Applied Behavior Analysis (ABA) techniques to support clients, their educators, and their families.

Kate supports educators in identifying behavioral factors in their classrooms. She also works with educators to develop support systems in order to promote success of all learners in the classroom.



Julie Renaud

Julie is the SOS Team Board Certified Behavior Analyst (BCBA, COBA) for both general and special education. She has a bachelor's degree in Nursing and a master of education in Applied Behavior Analysis (ABA). Julie spent the last 14 years in a school setting using ABA techniques to support clients, educators, and families.

Julie will partner with you to identify behavioral factors and support systems as well as create a positive learning environment focusing on student success.



Neeley Keys, LISW-S

Neeley is the SOS Team Mental Health Specialist for both general and special education. She she earned a bachelor's degree in criminal justice, a master's degree in social work, and has spent the majority of her 20 years in the mental health arena working in schools.

Neeley is eager to share her knowledge on trauma, mental health support, Restorative Practices, re-entry protocol, and more. Her coaching can be customized to meet your specific needs across a variety of mental health topics.



Jill Kramer

Jill, the SOS Team English Learner Specialist, assists districts and staff who support English Learners. Jill has master's degrees in TESOL and Educational Leadership, with teaching licensure in K-8, TESOL, Teacher Leader, and a Principal license. As a long-time EL teacher, Jill brings many years of experience to districts.

Jill works with districts to set up, review, and evaluate English Learner Programs. EL Services also include professional learning in district, embedded coaching for EL and content-area teachers, and assistance with resources. PD topics include working with newcomers, ELs with limited formal education, identifying ELs with disabilities, vocabulary development, and family engagement.



Andrea Summers

Andrea serves as the Family & Community Partnership Liaison on the SOS Team. With more than 20 years' experience as an educator and administrator in Out-of-School Time (OST) and co-curricular learning programs, Andrea's expertise will guide districts in implementing effective parent engagement and community partnership strategies that serve all youth but specifically our community's most vulnerable. Her approach puts Social Emotional Learning (SEL), for both adults and students, at the center.

Andrea holds a M.S. in Nonprofit Management, with a concentration on Education Policy, from The New School in NYC. She earned her B.A. from Antioch College in Sociology/Anthropology with a focus on Education.



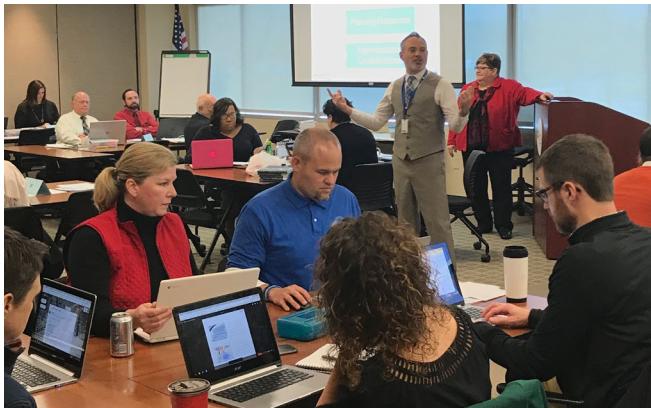
Dr. Sean Ross

Sean is the SOS Team Administrative Coach/Consultant. Through aligned leadership and a strategic focus, schools can see improvements for the entire school community with increases in academics and decreases in "challenging" behaviors.

Sean earned a Ph.D. in Leadership and Administration and is currently a licensed educator, an adjunct faculty member of Ashland University, and the COO of a consulting firm.

Best Practices for Student Success

Leading Instructional Paraprofessionals	Discover ways to empower Intervention Specialists to develop and maintain an effective team.
Effectively Scheduling Your Team	Learn tips and problem-solving solutions for creating a schedule to maximize the impact of staff and provide support for all students.
Managing Inclusion	Get pointers and suggestions for planning for success for students in inclusion.
Independent Work Systems	Discover new ideas for creating and including Independent Work Systems in your teaching.
Structure Your Classroom for Success	Learn how to develop Executive Functioning Skills and create a more structured classroom.
Supporting Classroom Performance to Increase Independence	Walk away with information on prompting levels, how and when to fade, and strategies to promote independence.
Building a Strong Foundation	<p>Learn how Intervention Specialists can prepare for the school year to start with a strong foundation. This session will cover:</p> <ul style="list-style-type: none">• Creating classroom structure• Setting expectations• Integrating into the school building• Collecting data
How to Navigate Special Education	An introduction to best practices of Special Education.



Mental Health/Social Emotional Learning

Working with Students Experiencing Trauma/Crisis/Child Abuse	<ul style="list-style-type: none">• Learn to address the needs of students experiencing trauma• Gain a better understanding of trauma and how manage it in the classroom• Learn how to respond/interact with students with trauma needs
Supporting Students with Emotional/Behavioral Needs in the Classroom	<ul style="list-style-type: none">• See what support looks like: student accommodations• Learn what to look for in the classroom
Zones of Regulation	Get a better understanding Zones of Regulation to support student behavior needs.
Specific Mental Health Challenges Identified in DSM	Get the official definition of and supports for the following conditions: <ul style="list-style-type: none">• Depression• Anxiety• Oppositional Defiant Disorder• ADHD• PTSD
Crisis Preparedness and Response	Learn how to prepare and respond to a presenting crisis in the school setting so that physical and psychological safety needs are met while mitigating the long lasting effects of resulting trauma.
Non-Violent Crisis Intervention (CPI)	<ul style="list-style-type: none">• Verbal de-escalation techniques• How to safely physically manage disruptive behaviors• Specialized information focused on Trauma and Autism
LGBTQIA	Learn the ABCs of LGBTQIA.
Self-Care	Discover how to prevent burnout and why taking care of yourself is not selfish.
Implicit Bias	Become more aware of our own implicit biases and how these transfer to the classroom and our students.
Positive Behavior Interventions and Supports (PBIS)	Learn from trainers certified in evidence-based interventions and approaches, such as Restorative Practices, Crisis Prevention Institute (CPI) de-escalation training, Trauma Informed Care/Trauma Response Care, about how to implement a framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.
Restorative Practices	Learn how to achieve lasting change that enhances and builds relationships between students, staff and parents, improves student behavior, reduces violence and bullying, and creates a sense of community.

English Learner Support

Introduction to English Language Learners	Learn about legal obligations, characteristics of ELLs, identification, best practices, and cultural considerations.
Setting up an English Language Program	Get an overview of what you need to start your EL program, including: required components, staffing, documents, procedures, and funding sources.
Cultural Competency	Join us to increase your cultural competency, become culturally conscious, be more inclusive and sensitive to the needs and experiences of English learners and immigrant students. Take an asset-based approach.
Language Difference vs Disability in English Language Learners	Learn how to use RtI or MTSS to ensure that English Learners are receiving high-quality instruction, considerations for school psychologists on assessing ELs, how to serve dually identified students.
Supporting English Learners in Content Classrooms	Learn scaffolds that general education teachers can utilize to support English Learners as they learn both English language and the content area.
Supporting English Learners with Limited or Interrupted Formal Education	Join us to learn the backgrounds, social-emotional needs, and educational needs of students who are increasingly arriving as refugees, immigrants, or asylees with limited formal education. Walk away with practical strategies for scheduling and instruction.
Teaching Reading to ELs	See what you should consider when teaching reading to ELs, and understand the role of vocabulary, grammar, and culture. This practical session provides strategies for classroom and EL teachers.
Teaching Newcomer English Language Learners	Learn new strategies for welcoming new arrivals to their new school, new language, and new culture. Get sample lesson plans and practical tips.
Understanding and Using the English Language Proficiency Standards	Familiarize yourself (both EL and content area teachers) with ELP standards. Get a layout of the standards, correspondences, alignments with Ohio's Learning Standards, and receive an instructional guide. We'll practice using the standards to develop a lesson.
What Administrators Need to Know about English Learners	Learn legal EL obligations and programming. Better understand how to provide staff and resources, ensure compliance, the role general education teachers play, what to look for during observations, identification of ELs in Special Education, and build cultural competence and a welcoming environment.

Behavioral Skill Development

Functional Behavior Assessment leading to Behavior Intervention Plans

Join this session to learn about:

- Leading school-based teams through functional behavior assessment (FBA)
- Connecting behavior function to positive behavior planning

Understanding the Principles of Behavior

Get a better understanding of the basic principles of behavior, including the four-term contingency.

Classroom Management

Learn how to use the principles of behavior to create and implement Tier 1 strategies for a structured learning environment.



Administration

Supporting School Climate & Culture

Learn how to better support the essence of every school community—the school's culture and climate. See how, through aligned leadership and a strategic focus, schools can see improvements for the entire school community with increases in academics and decreases in “challenging” behaviors.



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