

Advanced Parenting

In Richland One we are committed to empowering students and their families. We believe that children whose families are actively involved with schools are more successful. As a result, the parents and guardians of the children who are referred to the STEP program are expected to participate in the Advanced Parenting sessions.

Advanced Parenting is a 4 to 6 session module that incorporates best parenting practices from several well established parenting models. The one hour sessions are generally held bi-monthly and are facilitated by our STEP Social Worker. Parents are encouraged to reflect on their needs and concerns about their child. The first four sessions are mandatory, but later sessions can be modified to meet the families specific needs.

Session Titles Are:

- Ages and Stage of Development
- Discipline with an emphasis on Positive Parenting
- Understanding Parenting Styles -the effectiveness and how to enhance them
- Effective Parent Teacher Communication
- Parent/Child Interactions
- Parent/Child Interactions
- Final Session - Parent request and specific needs



Meet Our Staff

Karen Samuel, Lead Teacher

Emily Jones, Lead Teacher

Jordan Watson, Therapeutic Assistant

Victoria Gadson, Instructional Assistant

Gladys Hazel, Instructional Assistant

Valentine Lewis, Social Worker

Department of Early Childhood Education
and
Office of School Readiness &
Prekindergarten Programs

2638 Two Notch Rd. Ste. 106
Columbia, SC 29204
Phone: (803) 799-9494
Fax: (803) 799-9492
www.richlandone.org/4K

Rhonda Wiley, Director
rhonda.wiley@richlandone.org

Dr. Kimberly Johnson, Coordinator
kimberly.johnson@richlandone.org

Haley Strehl, Administrative Assistant
haley.strehl@richlandone.org

Lori Hudak, Psychologist
lori.hudak@richlandone.org

Dr. Ashley Brantley, Psychologist
ashley.brantley@richlandone.org



STEP

Program

Successful
Transitions
Entering
Prekindergarten



Office of School Readiness & Prekindergarten Programs



*Helping children succeed
one step at a time!*

Purpose:

To serve students in the Pre-K program who demonstrate significant emotional/ behavioral challenges and who have been unsuccessful in the Pre-K class after interventions have been implemented. This program is a preventive measure to provide effective and intensive intervention as opposed to removal from school and being referred for special education services.

Components:

The classroom is staffed with one certified early childhood teacher and two instructional assistants. This student/adult ratio should be maintained except during student transitions. At the beginning of the school year before referrals to STEP are received, the STEP teacher and instructional assistants may be utilized:

- to support Early Childhood in the screening and placement process
- to observe students in home-based schools
- to shadow students who may need additional support in their home-based schools.

The STEP classroom will have six to eight students and follow the same curriculum as other Pre-K classrooms. This will maintain consistency and help with the child's transition as he or she returns to the home based classroom. Since this classroom is designed to teach students coping and social skills, a variety of modifications may be necessary throughout the day to reduce frustration levels. Research based strategies from Conscious Discipline and Developmental Therapy Teaching (DTT) will be used to guide, support and assess students in the program. The case manager will coordinate services, maintain documentation, and assess needs on a continuous basis for each student. A student's duration in STEP will be determined on an individual basis. The STEP program will include a mandatory parent component. Parents will be required to participate in sessions on topics such as: Ages and Stages/Developmental Milestones, Discipline, Effective Parent-Teacher Communication, Child Health, Mental and Emotional Health Supports, and others.

Why STEP?

Sometimes a child has a difficult time adjusting to the prekindergarten program. His or her behavior may become too disruptive to stay in the regular Pre-K classroom. The reasons for this can be varied and may take several weeks to understand. Rather than dismiss the child from the program for disrupting the learning of others, a team of professionals (including the child's teacher and parent) may decide to try an alternative approach.



The child may be recommended to the STEP (Successful Transitions Entering Prekindergarten) classroom. This classroom will have one teacher and two assistants. The classroom will only have 6 to 8 children at any one time and will focus on helping the child/children to gain self-control so they can learn to participate in the regular prekindergarten classroom.

Students will not lose their placement in their regular classroom while they are making progress in the STEP classroom. The team will decide how long the child will remain in the STEP class and will meet regularly to review his/her progress.

When the child is ready to transition back into his/her original classroom, one of the assistants will go with him/her to help make the move as uneventful as possible. Parents who have children in the STEP program are required to participate in a series of parenting sessions.

Students who have attended the STEP program and continue to demonstrate significant emotional, behavioral, and social challenges after interventions have been implemented for an appropriate duration of time will be referred to receive more extensive services.



Placement:

Placement in the STEP class is not appropriate for students demonstrating significant cognitive delays or other potential disabilities. In these cases a comprehensive psycho-educational evaluation may be recommended. It is advised that a MTSS Meeting is held documenting concerns, recommendations and interventions. Students will have an academic and/or behavioral screening to determine needs and appropriate placement.

Referral Packets will include:

- A completed referral form
- Notes and recommendations from the MTSS Meeting
- Any other documentation supporting the need for intensive services.

Intake:

After a student is referred to the program, the case manager will coordinate a meeting to address individual needs and goals of the student.

Progress Monitoring:

The case manager will maintain home based communication with the classroom teacher, parent, social worker, administration, and other service providers. Student needs will be assessed on a continuous basis.

Exit:

The student will return to the home based Pre-K classroom when goals have been met and when the team feels he or she has learned the skills to be successful.

Referral Process:

Pre-K students who demonstrate significant emotional, behavioral and social challenges should be referred to the Early Childhood Assistance Team (ECAT). The team will provide recommendations for interventions. A referral to STEP is made only if interventions are unsuccessful after consistent implementation for an appropriate duration.

Follow Up:

After the student transitions back to the home based classroom, the case manager will continue to coordinate services and communication as needed.

Assessment:

Assessments include Pretest and Post-tests for academic achievement and the Developmental Teaching Objectives Rating Form (DTORF) to determine the student's developmental level in four areas - behavior, communication, socialization, and cognition.