

EDUCATIONAL CONSULTATION OPTIONS: 2024 - 025

GRADES K – 5

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Credentials:

Ph.D., '*Seriously Emotionally Disturbed*,' George Peabody College, Vanderbilt University, Nashville, Tennessee.

Professor, Special Education Department, Southern Connecticut State University, New Haven, *Seriously Emotionally Disturbed* graduate program, 1972 – 2009.

Independent Educational Consultant, 1973 – 'classroom management' specialty, 328 schools (54 districts/37 agencies), personalized coaching of 1,350 + PK – 12th grade staff.

Designed *Ecological Model* of researched - based MTSS strategies and proactive behavior management programming.

Teacher mental health webinars, workshops, coaching, conferences, and media presentations.

Consultant: '*ARC*' program
1990 – 2020

State Education Resource Center, Connecticut State Department of Education

2020 -

ORIENTATION

- This generation of educators is living in an era defined by unrelenting *stressors* that impacts their professional competence and personal welfare.
 - A combination of *rapidly changing* family dynamics, students' academic readiness, social – behavioral complications, and diverse learning requirements is evident across the nation's schools.
 - School climate, resources, staffing, administrative support, and parental investment are increasingly deficient to achieve goals.
 - Instructional mandates, achievement – gap crises, and alternative teaching procedures have intensified student engagement and performance expectations with insufficient staff training and mentoring.
 - Inadequate reimbursement, restricted opportunities, and minimal autonomy contribute to burnout and premature resignation
-

EDUCATION'S CHALLENGES

SOCIETAL FACTORS



FAMILY DYNAMICS
SOCIAL – ECONOMICS
RACIAL INEQUALITY
TRAUMA/CRISES

MANDATES



WHOLISTIC MINDSET
CULTURAL PRACTICES
PROFESSIONALISM
COMMUNITY INPUT

DIVERSITY



READINESS
MOTIVATION
SOCIAL – BEHAVIOR
MENTAL HEALTH

CT teachers frustrated, dissatisfied with jobs, survey shows
(ctinsider.com)

<https://www.ctinsider.com/news/education/article/connecticut-educators-teachers-dissatisfied-survey-18432849.php>

Teacher Well-Being and Intentions to Leave in 2024: Findings from the 2024 State of the American Teacher Survey | RAND

TEACHERS' PRIMARY TASKS

I CAN engage students in the learning process.



I CAN implement instructional Strategies.



I CAN manage student behavior.



TYPICAL STRESSORS

1 > needy,
unproductive,
immature learners

2 > academic
deficiencies,
remedial
procedures _____

3 > designing multi
– modality lessons

4 > application of
technology _____

5 > behavior
management
complications

6 > assessment
options/data
collection _____

7 > engagement
with specialists

8 > administrative
pressures to
perform _____

9 > other _____

SCHOOL –BASED CLASSROOM FACTORS

readiness to learn



attention spans



socialization skills



motivation



INSTRUCTIONAL FACTORS

diverse demographics



teaching methods



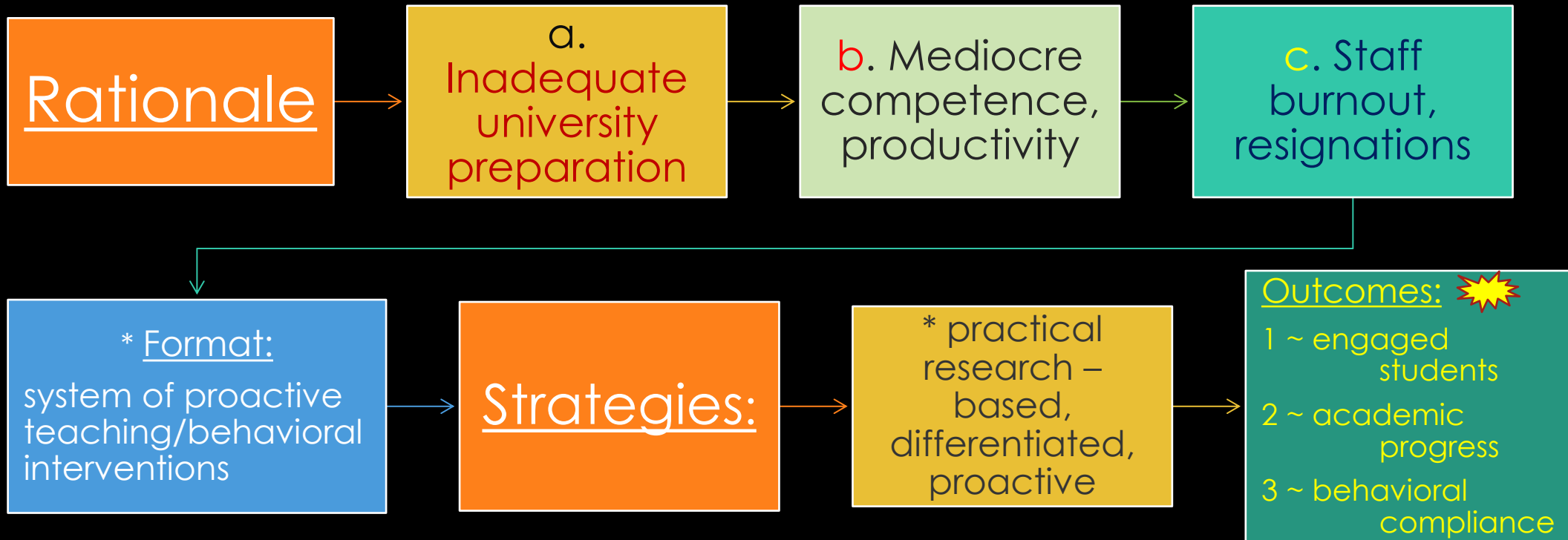
'at - risk' / sped learners



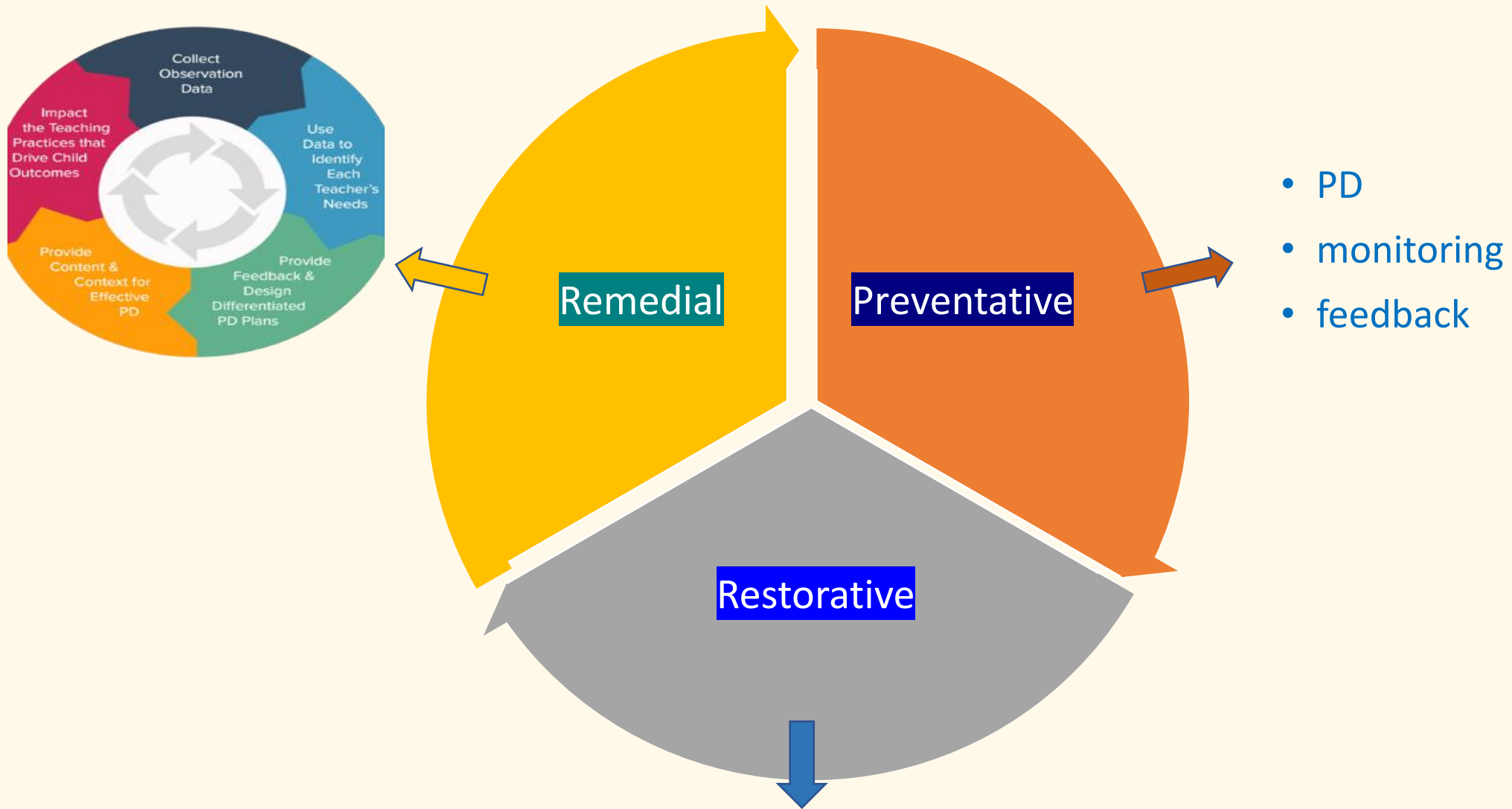
inadequate resources



ECOLOGICAL MODEL PREMISE



Ecological Model System:



* training * coaching * self – evaluation

Ecological Model System 'Options'

Preventative:

Conventional:

PD training
Supervision
Feedback

Restorative:

Three – stages:

Differentiation
Management
Collegial

Remedial:

Multi – phase:

Engagement
Academics
Wellness



AGUILAR'S COACHING MODEL

BEHAVIOR

Skills

BELIEFS

Mental models, knowledge,
experiences

WAYS OF BEING

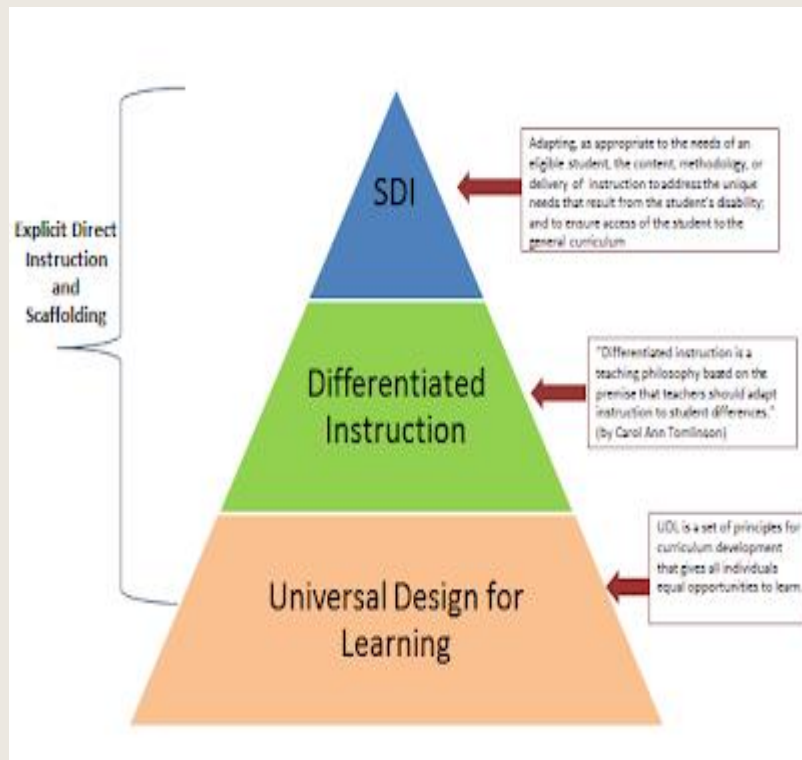
Emotional intelligence, resilience, disposition, will



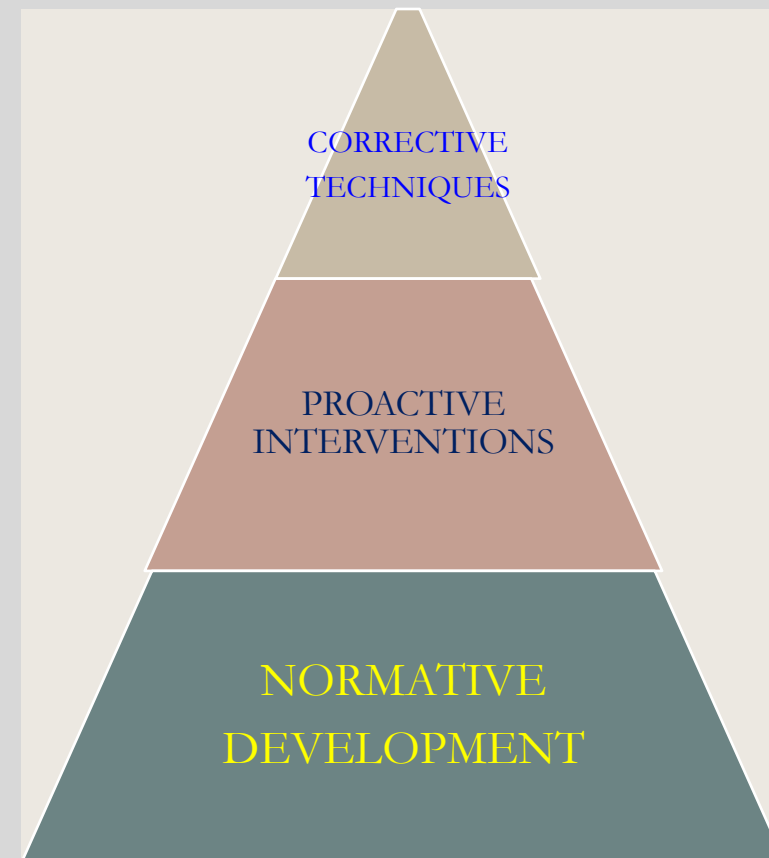
TIERS #1, 2, 3 PRACTICES / REMEDIATION

- INSTRUCTIONAL OPTIONS

~ MTSS DESIGN/FUNCTIONS



- MANAGEMENT OPTIONS



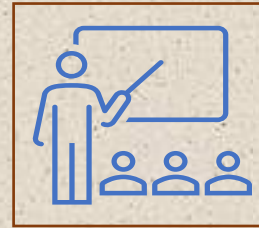
consultation options



Webinars



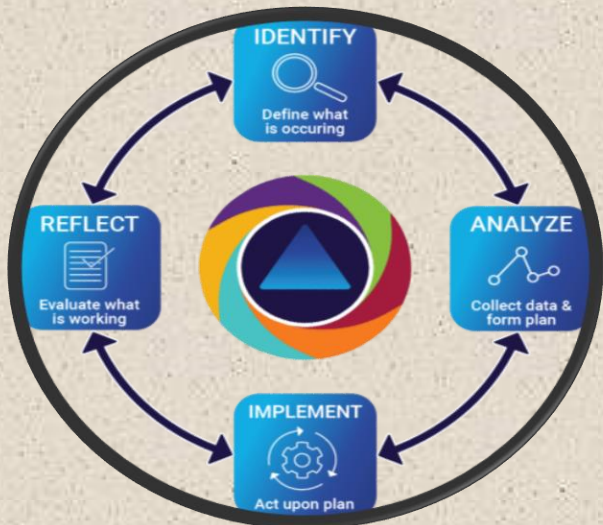
Zoom
coaching



On – site
consultation



Workshops



CLASSROOM MANAGEMENT



CLASSROOM MANAGEMENT

- ^ Classroom management is essential to enhance students' readiness to learn, response to instruction, and development of age – based social – behaviors.
- ^ Unfortunately, schools are impacted by an increasing population of students with minimal behavioral readiness, immature self – control, and inadequate accountability, which suppresses academic instruction.
- ^ The implementation of alternative learning practices is creating a dramatic shift in conventional teaching methods, contributing to an array of misbehavior that disrupts lesson presentations.
- ^ Every classroom requires proactive management techniques to nurture students' natural talents and motivation to achieve.
- ^ Teachers need to master a variety of preventative strategies to succeed, focusing on their interpersonal dynamic with challenging students

TYPICAL BEHAVIORAL SCENARIOS

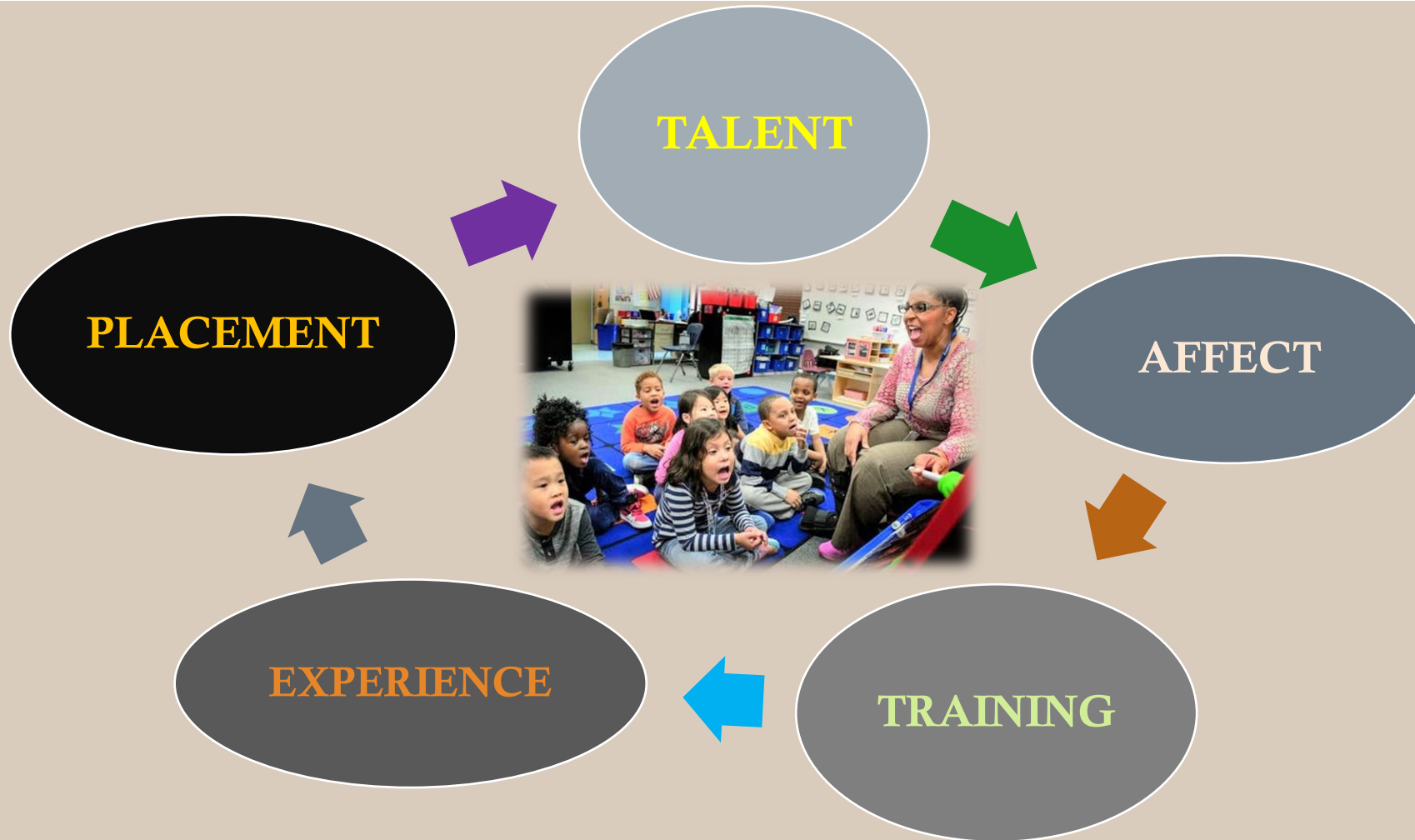
> This year's classes have a combination of students with varying developmental abilities, diverse readiness skills, and special education diagnoses. Group instruction consists of different tasks based on student motivation and independence. Frequent behavioral incidents disrupt lessons, creating tension that saps energy. Problems in art, music, and PE require assistance. School psychologists, behavioral technicians, and social workers are assigned to offer their expertise. Data collection is a constant, time – consuming responsibility. Weekends are usually spent designing differentiated lessons.



TEACHER MENTAL HEALTH



TEACHER MENTAL HEALTH 'PREDICTORS'



TEACHER MENTAL HEALTH

- A NEW THREE – PART WEBINAR SERIES IS AVAILABLE TO ADDRESS THE NATIONAL TEACHER MENTAL HEALTH CRISIS IMPACTING STAFF SHORTAGES / RESIGNATIONS.
- RESEARCH – BASED CONTENT FOCUSES ON ORIENTATION (#1), STRESS – MANAGEMENT PRACTICES (#2), AND GROUP PROGRAMMING (#3) THAT NURTURES EDUCATORS' PROFESSIONALISM AND PERSONAL WELLNESS.

ALL PERSONNEL SHOULD RECEIVE THIS TRAINING TO MAXIMIZE THEIR AFFECTIVE COMPOSURE AND CAREER LONGEVITY

CONSULTATION:

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