The CLM uses a collaborative, team-based approach, to achieve the goal of building in-house capacity for schools working with the growing special needs population.

Typical consultation involves theory and discussion while the CLM goes above and beyond to utilize theory, discussion, demonstration, practice, feedback, and coaching within the classroom to produce practical knowledge, skills, and use within the classroom. The chart below demonstrates the effectiveness of a collaborative, developmental model over a typical consultation model (Joyce & Showers, 2002). Upon examination, we see the training components and the results they produce.

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Knowledge</th>
<th>Skill Level</th>
<th>Use in Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>w/ Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>w/ Practice &amp; Feedback in Training</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>w/ Coaching in Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Witt, Gresham, and Noell (1996) also demonstrated that teachers implemented less than 10% of the skills learned in traditional consultation settings. If you want to change teacher behavior, talk is an ineffective technique (Weisz, Weiss, Alicke & Klotz, 1987). The CLM incorporates a full course of study coupled with in-classroom coaching to train district staff and build in-house capacity.

References:
Joyce, B. and Showers, B. (2002) Student Achievement Through Staff Development Association for Staff and Curriculum Development (3rd Ed.)
Based on prevalence statistics from the Centers for Disease Control and Prevention (2007)

A Cost-Effective Approach to Building In-House Capacity to Serve Learners

Increasing occurrence rates for autism and students requiring special services, far outpace increases in the traditional-education student population (USDE, 1999). The occurrence rate for autism is now 1 in 150 children (CDCP, 2007). In response, districts can continue to employ a typical consultation model of hiring expensive third-party contractors with limited results at high costs, or districts can invest in a collaborative, organizational model to build in-house capacity and effectively serve the growing special needs population themselves.
The Competent Learner Model

Over 30 years of curriculum development and classroom experience have taught us that school districts need a cost-effective special education curriculum that can produce positive learner outcomes while reducing school district expenses.

Implementation of the Competent Learner Model can achieve those objectives within your school district.

Foundations of the Competent Learner Model

The foundations of the Competent Learner Model (CLM) are appropriate curriculum, effective teaching strategies, and ways to structure the learning environments so that children acquire the competencies to be successful in school. Without careful attention to the way materials, physical space, and staff are used in the classroom, children with disabilities are less likely to benefit from inclusion (Bailey & McWilliam, 1990).

The primary focus of the CLM is on developing the seven repertoires that all learners need in order to perform well in educational settings and to function successfully in daily life. These repertoires are based upon a behavioral analysis of functional language that provides a framework for developing communication, observing and listening skills, and the pre-academic skills of reading and writing.

Process of Implementation

The Competent Learner Model (CLM) contains a full course of study for training staff, skill-level appropriate curriculum, and an effective labor distribution model to create a team-based approach to service delivery. Zins and Illback (1995) view small teams planning and guiding processes as essential for change in today’s schools. Bergen (1995) pointed to the power of collaboration and stressed a developmental approach to consultation will address more complex abilities and is necessary to meet the multifaceted needs of children and their families.

Implementation of the CLM requires a team using common language to achieve a common set of goals. Kratochwill and Van Someren (1995) maintain the need for standardized terminology between team members as a means of effective treatment.

Administrators also play a key role in the organizational development process by providing practitioners training time necessary for successful implementation and facilitation of in-house capacity (Schmuck, 1995). The CLM requires an administrator take an active, participatory role in motivating instructors and providing time for training.

References:


Building In-House Capacity

Using Tucci Learning Solutions Inc. step-by-step implementation plan insures school staff will be trained, certified, and the school will be producing competent learners at a lower cost to the district. See the cost-effectiveness chart on back for more details.

Once a staff member is certified as a CLM Coach, s/he becomes authorized to train and certify other district employees, which significantly reduces the cost of expanding the model to future classrooms.

As potential Coaches go through the Course of Study, Tucci Learning Solutions Inc. staff conducts performance reviews to assure staff can implement what they have learned while supporting them throughout the process. Virtual Coaching via secure video chat insures your Coaches have access to our trained professionals. The timeline for certifying Coaches is usually between six and eight months.

Once your Coaches have completed the Course of Study and have been certified, your CLM Coach may purchase additional CLM products to expand the model throughout your district. With a certified CLM Coach, your site may qualify for Accreditation to disseminate the model to other locations.

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