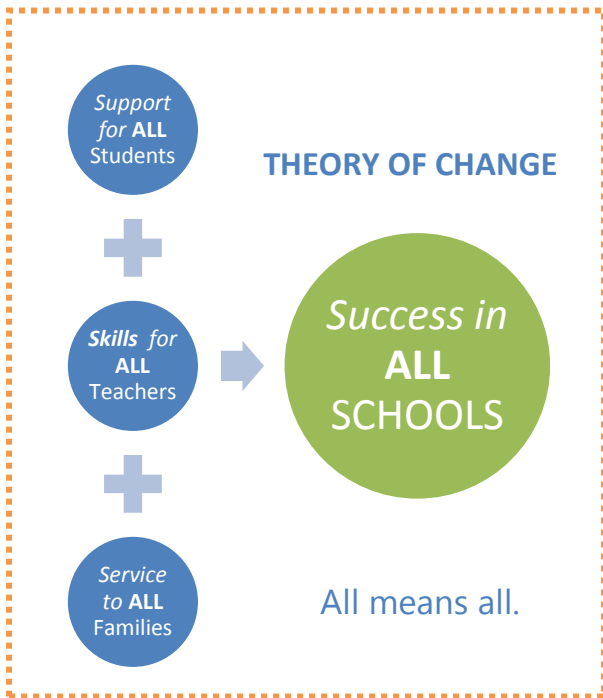




THE ALL-IN! PROGRAM MODEL

The All-In! approach is characterized by a tiered system of interventions and services that work together to thoughtfully inform decision making about each student. Seneca partners with the school leadership to build school wide practices inclusive of all learners and systems focused on early identification and intervention of students whose needs are not being addressed by baseline services and instruction.

All-In! strengthens schools by (1) realigning resources toward early intervention, (2) supporting students before they fail, and (3) coordinating the provision of academic and social/emotional/behavioral support services, thereby removing additional barriers to student success.



OUR VALUES



BELIEF IN PARTNERSHIP Seneca understands the tremendous value of creating synergistic partnerships that thrive on shared values, common goals, and effective collaboration.



UNCONDITIONAL CARE Seneca is founded on the belief that kids don't fail, but systems fail kids. We seek out-of-the-box solutions to remove barriers to school success. The willingness to "do whatever it takes", even when doing so proves to be a tremendous challenge, is a cornerstone of the Seneca service philosophy.



CONTINUUM OF SERVICES AND EXPERTISE Seneca was built on the principle that coordinated and integrated services lead to more fruitful outcomes for students and families. All-In! brings

OUR SERVICES

- ◆ School Intervention Assessment
- ◆ Tiered Intervention Master Planning & Leadership Support
- ◆ Intervention Data Management & Analysis
- ◆ Universal Designs for Learning
- ◆ Targeted and Intensive Interventions
- ◆ Coordination of Services
- ◆ Responsive Professional Development

OUR GOALS

- 1 To increase the academic performance of the most struggling students
- 2 To increase the efficiency of participating schools in delivering effective interventions to all students





Allied Interventions Partnership Project

SENECA CENTER • 6925 Chabot Rd, Oakland CA 94618 • (510) 654-4004 • www.senecacenter.org

For more than 25 years, Seneca has partnered with families, communities, schools, and districts to provide innovative care at the most critical point of need. Seneca understands the power and considerable impact of providing a continuum of care ranging from early interventions to special education and intensive mental health services.

Any effort to serve the diverse population of students in today's schools requires an approach that considers their equally diverse needs. *Allied Interventions* is a unique model that provides aligned academic, behavioral and therapeutic approaches both to prevent student struggles and to remedy gaps that may already exist. The All-In! Program Model is a modular approach allowing schools to identify key areas of internal capacity and while leveraging the expertise of the Seneca Family of Agencies and other community based organizations to fill existing gaps. Utilizing the Response to Intervention (RTI) tiered framework outlined below, our team takes a collaborative approach to working with school leaders and staff to help design, implement, and track a wide array of targeted interventions and key services to meet the needs of ALL students.

TIER 3 • INTENSIVE:

The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

TIER 2 • TARGETED:

Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

TIER 1 • UNIVERSAL:

As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.

