



Santa Clara County  Office of Education

Shannon McIntosh

How to Support Children in Foster
Placement at Points of Transition with
CSEFEL

Champions for Leadership

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Project Goals

- To build a working relationship with the Inclusion Collaborative
- Help children in foster placement and adults that work directly with them, to have access to social emotional behavior foundation skill building strategies and materials



Accomplishments/Successes

- Created a supportive working relationship with the Inclusion Collaborative
- Provided CSEFEL materials that were used by a Dependency Investigation social worker
- Materials helped elementary student transition successfully into First Grade
- Materials and CSEFEL professional development supported by Katie A Coordinator for SCC DFCS



Professional Development Goals

- Assist with developing supports for children in foster placement under State Priority 10
- Complete CSEFEL Workshop Series
- Understand Common Core Standards and SCCOE Resources available in:
 - English ELA / ELD, Math, and Science
 - Be able to talk with teachers about strategies to assist children in foster placement with literacy foundation skill development
 - Scaffold advocacy for children in foster placement to strategies in the Teaching Pyramid, specific to Relationship Building and School Environment Modules

Integration of CSEFEL and Common Core PD

- “It is critical to Olivia’s education that her third grade year be completed in the same school. At the end of third grade, students need to be able to teach themselves information. The literacy skills Olivia is currently learning, are the foundation skills she will need for fourth, fifth, sixth grade - and beyond. Additionally, a major part of a child’s literacy development is integrated with their peers in a classroom setting. For reference, all elementary schools do not use the same curriculum in English, math, or science. Olivia’s course work reflects the new California Common Core Standards. There will be no continuity for Olivia’s 3rd grade year if she moves, and this will place additional stress on Olivia, – making it more difficult for her to concentrate, assimilate new information and to “show what she knows” to her new teacher(s). I am very concerned that Olivia may be given a “packet of work” by Salinas Elementary School District to do independently in her ESH (Emergency Satellite Home), in the event transportation arrangements cannot be made. ”

Key Learnings

- It is possible to successfully help children in foster placement de-escalate their chronic stress at points of transition
- A de-escalation of chronic stress helps children to not be afraid of a new environment, making it possible to get accurate assessments of their abilities and assist them in achieving higher educational outcomes.



Thank You

- Dr. Mary Ann Dewan, Deputy Superintendent
- Sheila Walters, Coordinator, Multilingual Education Department
- Janice Battaglia, Director, Inclusion Collaborative
- Dr. Susan Larkin, Inclusion Support Specialist
- Nancy Crowe, ECE Assessment Coordinator, Inclusion Collaborative
- Professional Development Team, CSEFEL
- Kathy Sealana and Debbie Boer, SCCOE Human Resources Department and CFL Cohort
- Special Education Department
- Multilingual Education Department
- STEAM Department



Thank You

- Bob Beck, Social Worker III, Dependency Investigations, Santa Clara County Department of Family and Children's Services
- Rosy Biglari, LMFT, Clinical Supervisor, Mental Health Consultation – Kidango/Head Start
- Nancy Nation, LCSW, Katie A Coordinator, Behavioral Health Services Department
- Sonja House, Foster Youth Services and Homeless Supervisor