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# Special Education Program Overview & Initiatives 2017-2018

Darien Public Schools - Special Education & Student Services  
December 12, 2017

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# Program Overview - Continuum of Services



## General Education

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### General Education with Speech Therapy as a Special Education Service

- ELP Itinerant Services
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### General Education with Special Education Teacher (SET) Support Services

- ELP Integrated Program (16- and/or 20-Hour Program)
  - SET Push-In
  - Grades 6-12 Co-Taught Classes
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### Special Education Teacher (SET) Support Services

- Resource Room
  - Grade 6-12 Direct Reading Instruction
  - Grade 6-8 AIM Program
  - Grade 9-12 CORE Program
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### Modified Content Classes

- Grade 6-8 Alternative Learning Center 2 (ALC-2)
  - Grade 9-12 Comprehensive Classes
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### Specialized Programs

- ELP 22.5-Hour Program
  - K-2 Developmental Learning Centers 1 & 3 (DLC-1 & DLC-3)
  - Grade 3-5 Developmental Learning Center 2 (DLC-2)
  - Grades 6-8 Alternative Learning Center 1 (ALC-1)
  - Grades 9-12 Excel Program
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# Early Learning Program - Program Overview

The Darien Early Learning Program (ELP) is an integrated preschool for children ages three to five years old, in which children with special needs and children with typically developing skills learn from each other in a nurturing environment.

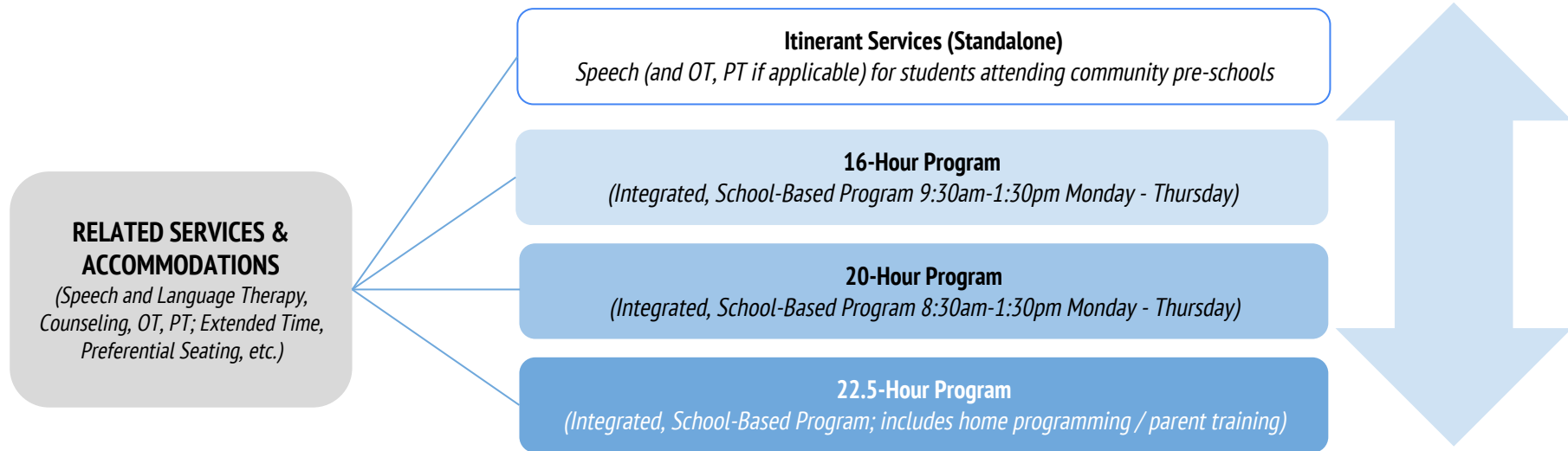
Play-based learning provides opportunities for children to be purposeful, creative, inquisitive, flexible, and reflective.

## **Goals of ELP:**

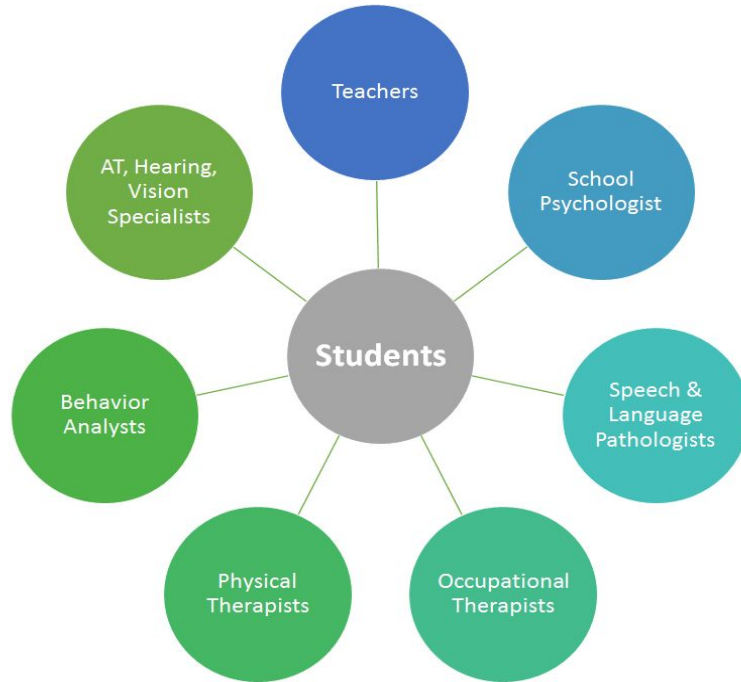
- Early intervention is critical helping young children meet or make progress towards developmental milestones through specialized services and supports.
- Students participating in Darien's ELP have a unique opportunity to learn from each other in an integrated setting comprised of diverse learners, which supports their cognitive, social emotional, behavioral, language, physical development.

# Early Learning Program - Continuum of Services

Referrals to ELP are made through the Connecticut Birth to Three System (B23), by parents, or by pediatricians. The Darien ELP team evaluates the child in the area of suspected disability and develops an IEP if determined eligible.



# Early Learning Program - Staff



## Professional Development Highlights

- CT ELDS
- Project-Based Learning
- Developmental Teaching
- Applied Behavior Analysis (ABA)
- Autism Curriculum Encyclopedia (ACE)
- Second Steps
- Social Thinking
- Touch Math
- Handwriting without Tears
- Behavior Support Methodologies
- Beckman Oral Motor Protocol
- PROMPT Approach
- Augmentative/Alternative Communication (AAC)
- Assistive Technology (AT)
- Physical / Psychological Management Training (PMT)

# Early Learning Program - Program Sites

Currently ELP is located four elementary schools, which provide a school-based program and/or Itinerant Services:

## Tokeneke

- 2 classrooms
- 27 students
- 10 students with IEPs
- 2 Teachers
- 5 Paras
- (0 Itinerant Service)

## Ox Ridge

- 2 classrooms
- 20 students
- 9 students with IEPs
- 2 Teachers
- 5 Paras
- 2 Itinerant Service

## Royle

- 4 classrooms
- 40 students
- 18 students with IEPs
- 4 Teachers
- 1 SE Itinerant Teacher
- 10 Paras
- 6 Itinerant Service

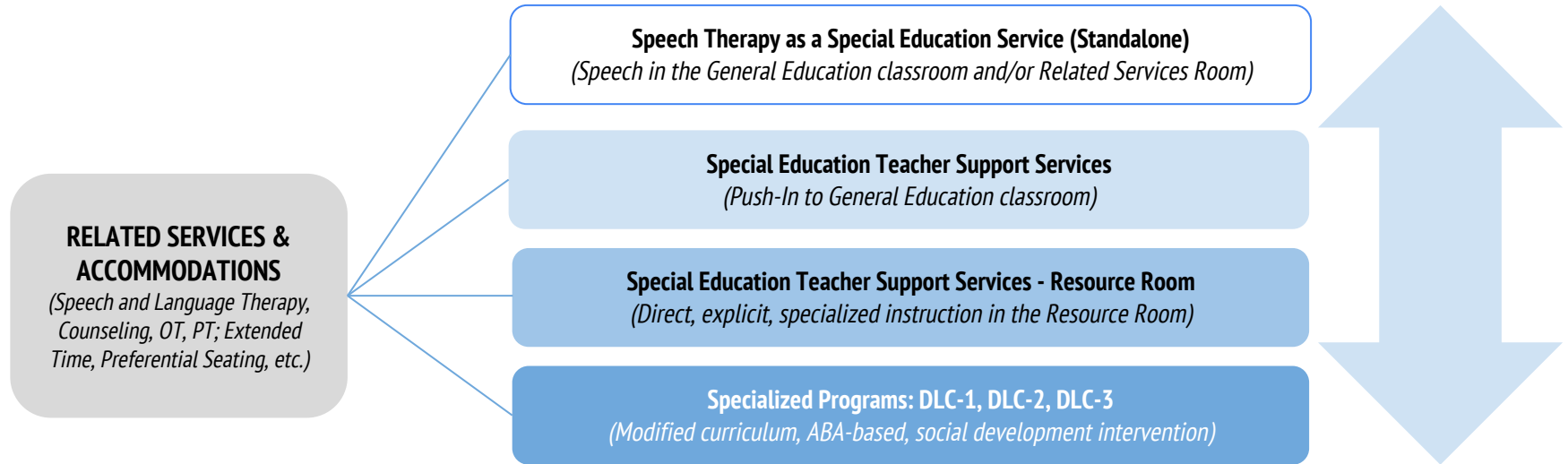
## Hindley

- 9 Itinerant Service

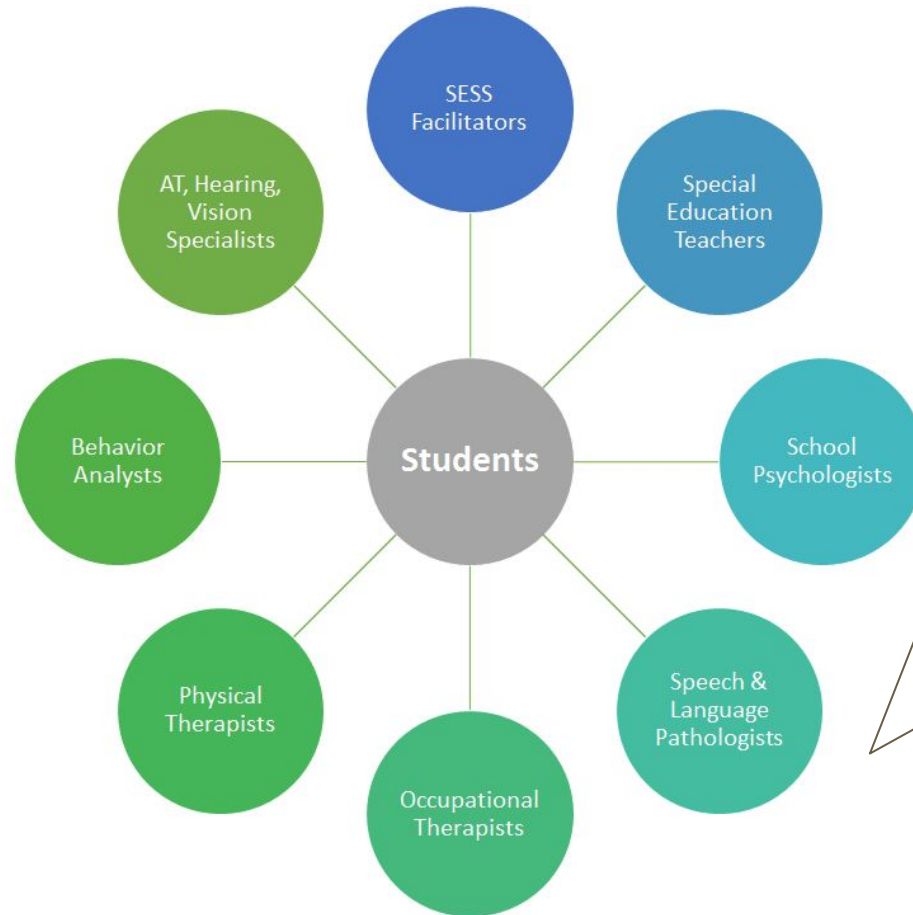
# Continuum of Services - Elementary Schools

Specialized instruction at the Elementary Schools is delivered to 258 students in Grades K - 5. Students access various program options within a continuum of services tailored to meet their individual needs. Planning and Placement Teams (PPTs) create Individualized Education Programs (IEPs) with goals/objectives designed to ensure students access and make progress in general education.

IEPs are designed to align to Common Core standards, ensure attainable goals and meaningful progress, provide services responsive to students' evidenced needs, and promote independence across domains.



# Elementary Schools - Certified Staff



## Professional Development Highlights

- Orton-Gillingham
- Wilson Reading Systems
- SPIRE Reading Program
- Visualizing & Verbalizing
- Seeing Stars
- Touch Math
- Do the Math
- PROMPT Approach
- Beckman Oral Motor Protocol
- Social Thinking
- Augmentative/Alternative Communication (AAC)
- Assistive Technology (AT)
- Functional Behavior Assessment (FBA) / Behavior Intervention Plan (BIP)
- Physical / Psychological Management Training (PMT)
- Executive Functioning



# Elementary Schools - SET Support Services

Special Education Teachers (SET) provide specialized instruction in Language Arts (Reading/Writing), Math, and study/organization skills based on IEP goals and objectives. SET Support Services may be provided in the:

- **General education classroom:** specialized instruction alongside general education curriculum delivery, to further support development and generalization of skills
- **Resource Room:** specialized instruction in a more intensive setting to develop skills through direct, explicit lessons

## Goals:

- Access/progress in general education
- Instruction aligned to CC standards
- Skill development and generalization
- Progress on IEP Goals & Objectives
- Independence

## Highlights:

- Grouping & Looping
- Align staff expertise to student needs
- Matrix programming
- Community-based collaborations
- ASD Nest Program Conference 2018

# Elementary Schools - Specialized Programs (DLCs)

Currently, the Developmental Learning Center (DLC) Programs are located in two elementary schools.

The DLC Programs are designed to support students with Autism Spectrum Disorders (ASD) and developmental delays, who need explicit instruction, discrete behavior programs, social development intervention, and speech/language strategies embedded across environments and learning experiences.

## Ox Ridge

### DLC-1

- 1 classroom
- 1 Teacher
- Students with IEPs in K-2
- Related Services
- Para Support

### DLC-2

- 1 classroom
- 1 Teacher
- Students with IEPs in 3-5
- Related Services
- Para Support

## Hindley

### DLC-3

- 2 classrooms
- 2 Teachers
- Students with IEPs in K-2
- Related Services
- Para Support

# Elementary Schools - Specialized Programs (DLCs)

## DLC Staff Specialization

- Curriculum modification
- Inclusion practices
- ABA-based instructional methods:
  - Pivotal Response Training (PRT)
  - Discrete Trial Teaching (DTT)
- Intensive language/communication supports
  - Augmentative and Alternative Communication (AAC)
  - Assistive Technologies (AT)
- Social development methods:
  - Relationship Development Intervention (RDI)
  - Developing joint attention
  - Social and visual referencing

## DLC Highlights

- ELP-to-DLC gateway program
- Hindley “Activities of Daily Living” (ADL) space
- ACE and Catalyst for data collection and analysis
- New AAC devices
- Community-based collaborations
- Matrix programming
- Social development opportunities (within DLC and with typically developing peers)
- DLC-2 to MMS transition planning

# Continuum of Services - Middlesex Middle School

Specialized instruction at Middlesex Middle School is delivered to 144 students. 16 special education teachers, 3 speech and language pathologists, 3 school psychologists, and 1 social worker support these students along with assistive technology, behavior analyst, vision and hearing supports.

## RELATED SERVICES & ACCOMMODATIONS

*(Speech and Language Therapy, Counseling, OT, PT; Extended Time, Preferential Seating, etc.)*

### Co-taught Classrooms

*(General Education Classroom)*

### Resource Room Instruction

*(Specially Designed Instruction Aligned to IEP Goals and Objectives)*

### Academic and Individual Management (AIM)

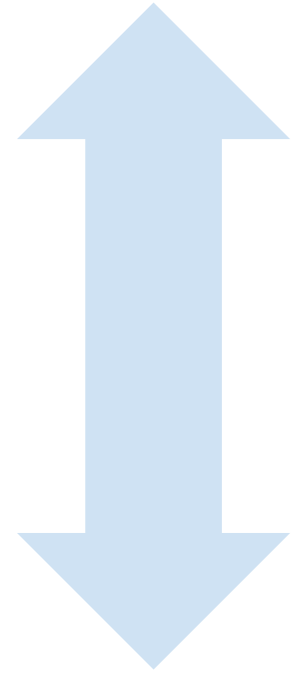
*(Social/emotional programming)*

### Academic Learning Center-2 (ALC-2)

*(Slightly Modified Content - Aligned to Grade-level Curriculum)*

### Academic Learning Center-1 (ALC-1)

*(Modified Content and Vocational/Living Skill Curriculum)*



# Middlesex Middle School - Co-Taught Classrooms

## Overview

Co-taught classes are general education settings that include a general education teacher and a special education teacher who provides Specially Designed Instruction (SDI) in English Language Arts (ELA) and Math.

## Highlights

- Ongoing co-teaching professional development with Marilyn Friend, including in-class coaching with MMS special education department chair

## 2018-2019 Goals

- Increased same-teacher partnerships
- Continued team professional development with Marilyn Friend
- Increased shift from One Teach, One Assist model to best practices in co-teaching (e.g., Station Teaching and Parallel Teaching)

# Middlesex Middle School - Resource Rooms

## Overview

Resource rooms are taught by special education teachers targeting skill development through the use of specialized instructional methodology. At MMS, special education teachers frequently pre- and post-teach academic content for the team.

## Highlights

- Dedicated weekly team meetings with special education teachers to increase communication regarding instruction
- Significant professional development on aligning goals and objectives with curriculum and state standards

## 2018-2019 Goals

- Implementation of grade-level curriculum alignment of IEP goals and objectives

# Middlesex Middle School - Direct Reading Instruction

## Overview

Direct reading instruction at MMS occurs in small group settings, where specially-designed remedial reading instruction is provided by a special educator with a CT Comprehensive Special Education and Remedial Reading and Remedial Language Arts Certificate.

## Highlights

- Orton-Gillingham, Wilson and Visualizing and Verbalizing training

## 2018-2019 Goals

- Continued refinement of progress monitoring tools (e.g., WADE, WIST, etc.)
- Further training of additional staff in specific research-based reading comprehension programs

# Middlesex Middle School - AIM Program

## Overview

The Academic and Individual Management (AIM) Program supports a small number of students who require social and emotional specialized instruction. Students who access the AIM Program typically do not require modified content in academic courses.

## Highlights

- Change of location within building
- Restructured program model

## 2018-2019 Goals

- Further align Middlesex Middle School's AIM Program model with Darien High School's CORE Program model to include group community counseling and dedicated clinician model



# Middlesex Middle School - ALC-2 Program

## Overview

Academic Learning Centers-2 (ALCs-2) are slightly modified academic classes (e.g., ALC Math 7) focused on skill development.

## Highlights

- Restructured curriculum alignment to grade-level standards to increase curriculum access

## 2018-2019 Goals

- Restructure program to be team centric

# Middlesex Middle School - ALC-1 Program

## Overview

Academic Learning Center-1 Program (ALC-1) is a self-contained classroom with modified instruction across all academic content areas.

## Highlights

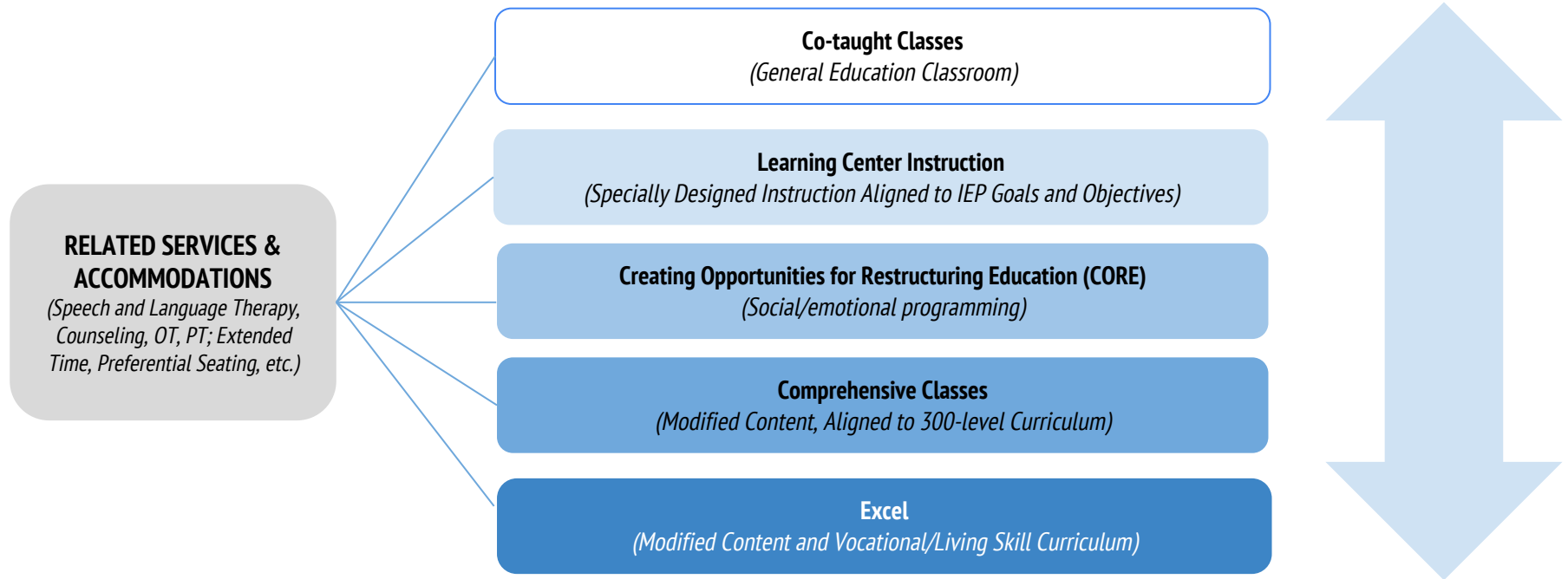
- Teacher received Board Certification in Behavior Analysis (BCBA) and certification in Orton-Gillingham instruction
- Training on behavior management techniques by NECC
- Professional development on academic programs Touch Math and Do the Math

## 2018-2019 Goals

- Development of partnerships in the community for greater vocational skill practice
- Implementation of functional living skills period

# Continuum of Services - Darien High School

Specialized instruction at Darien High School is delivered to 235 students. Fourteen special education teachers, 2 speech and language pathologists, 3 school psychologists, and 1 social worker support students along with assistive technology, behavior analyst, vision and hearing supports.



# Darien High School - Co-Taught Classes

## Overview

Co-Taught Classes are general education settings that include both a general education teacher and a special education teacher who provide Specially Designed Instruction (SDI) in English Language Arts (ELA) and Math. There are 19 sections of co-taught classes across grade 9-12. The goal of a co-taught class is to provide students specialized instruction in the general education setting to allow students to access the general education curriculum.

## Highlights

- Ongoing co-teaching professional development with Marilyn Friend, including in-class coaching with DHS Special Education Department Chair

## 2018-2019 Goals

- Increased same-teacher teams by discipline
- Continued team professional development with Marilyn Friend

# Darien High School - Learning Centers

## Overview

Learning Centers are taught by special education teachers targeting skill development through the use of specialized instructional methodology. At DHS, special education teachers frequently pre- and post-teach academic content for the team.

## Highlights

- Professional development on aligning goals and objectives with instruction
- Where possible, grade-level learning centers
- Establishment of committee to develop IEP goals and objectives that are aligned to grade-level curriculum

## 2018-2019 Goals

- Implementation of grade-level curriculum alignment of IEP goals and objectives

# Darien High School - Direct Reading Instruction

## Overview

Direct reading instruction at DHS occurs in small group settings, where specially-designed remedial reading instruction is provided by a special educator with a CT Comprehensive Special Education and Remedial Reading and Remedial Language Arts Certificate.

## Highlights

- Orton-Gillingham, Wilson and Visualizing and Verbalizing training

## 2018-2019 Goals

- Continued refinement of progress monitoring tools (WADE, WIST, etc.)

# Darien High School - CORE Program

## Overview

The Creating Opportunities for Restructuring Education (CORE) Program supports students who require social and emotional specialized instruction. Currently, 15 students are supported by the CORE Program, which includes a dedicated special education teacher, paraprofessional, and clinical support team. Students who access the CORE Program typically do not require modified content in academic courses.

## Highlights

- Restructured program model

## 2018-2019 Goals

- Continued refinement of clinical model to incorporate research-based therapeutic models (e.g., mindfulness, DBT)

# Darien High School - Comprehensive Classes

## Overview

Comprehensive Classes are modified academic classes (e.g., Comprehensive Algebra) that are taught by special education teachers that are dually certified in the course content area (e.g., dually certified in math and special education). These classes are aligned to 300-level courses, and are available in all academic content classes required for graduation.

## Highlights

- Comprehensive classes available in every course required for graduation
- Alignment of curriculum to 300-level courses

## 2018-2019 Goals

- Development of course scope and sequence documents that are aligned to 300-level curriculum



# Darien High School - Excel Program

## Overview

Excel is a self-contained classroom with modified instruction across all academic content areas. Students in the Excel program typically require supports in all areas of academics, speech and language, behavior, and functional living skills.

## Highlights

- Increased community job site visits to twice per week (Library, Food Bank, Grocery Stores, etc.)
- CES Regional Transition Trainings (DDS, BRS, Person-centered Planning, Transition-focused AT)
- Touch Math and Do the Math training
- Healthy Relationships Curriculum added in collaboration with Abilis
- All students participated in Unified Sports program and collaborated with Best Buddies

## 2018-2019 Goals

- Construct robust 18-21 programming
- Continue development with community partnerships for vocational training

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# Special Education

## District, Local, and State Trends

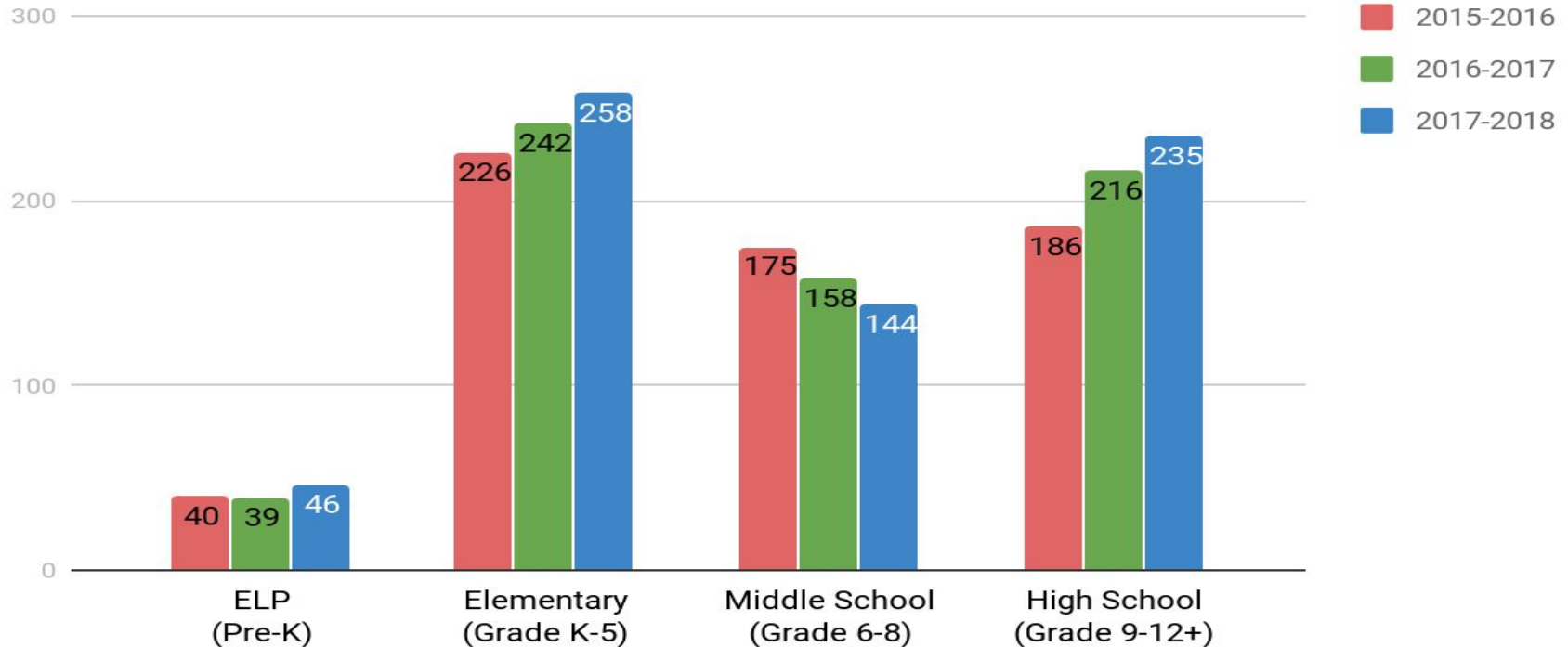
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# District Data - Students with IEPs (PK-12)

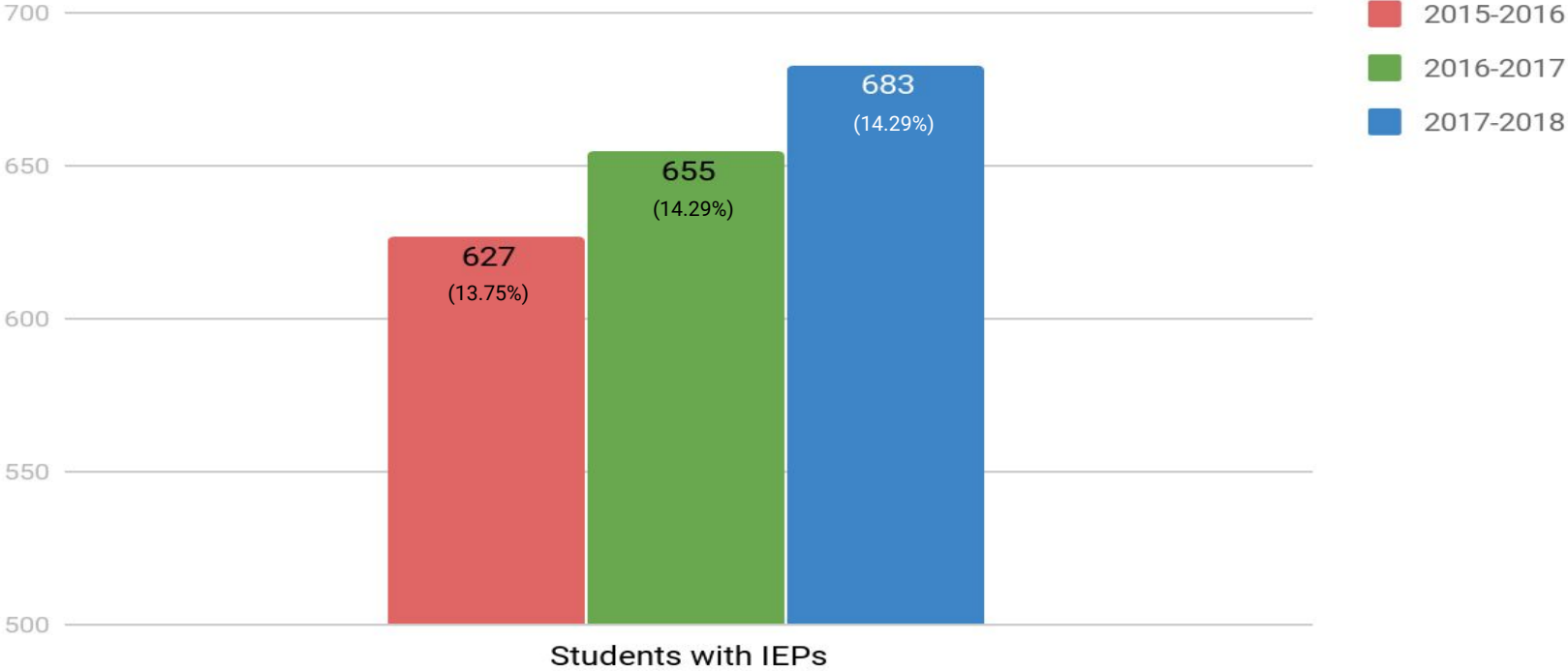
## Students with IEPs



Note: 2017-18 data has not yet been officially released

# District Data - Students with IEPs (PK-12)

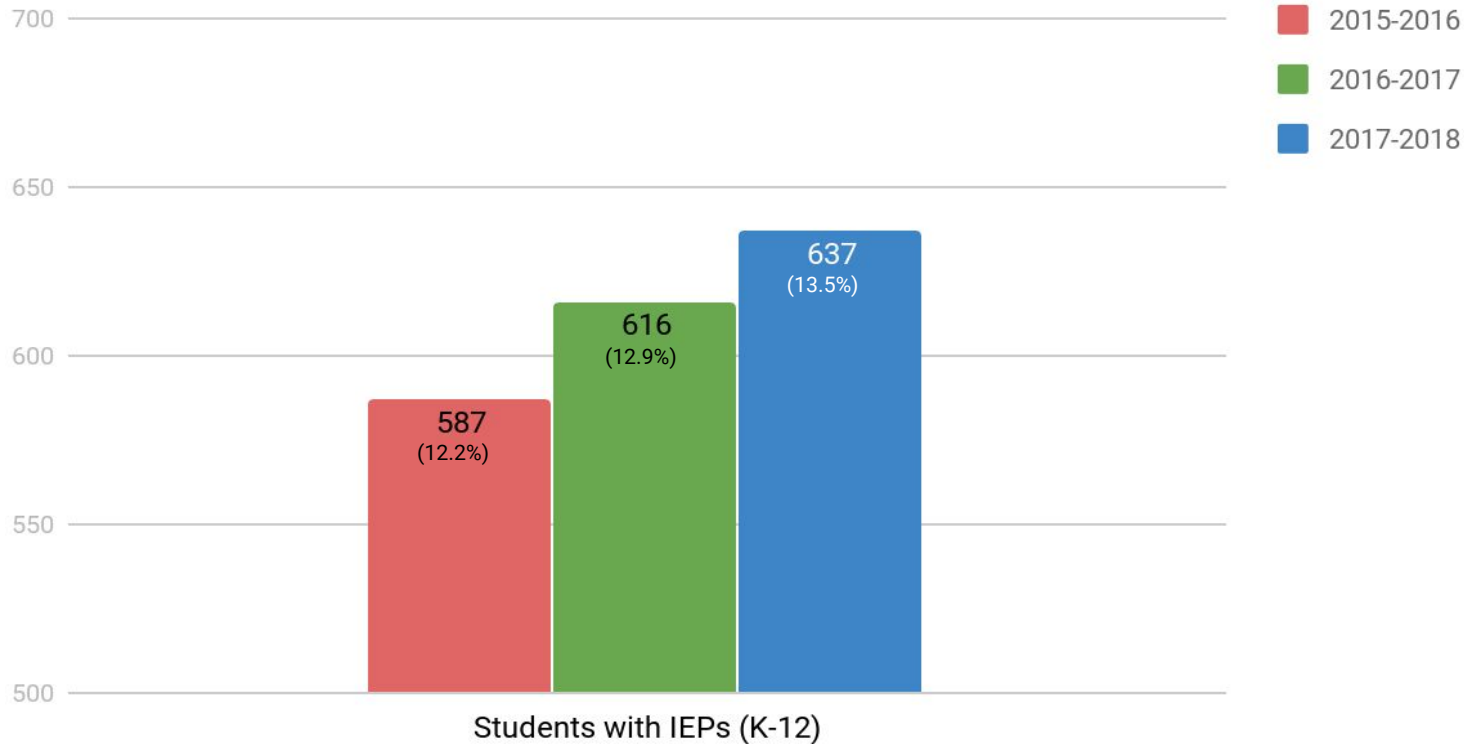
## Year-to-Year Change in Population of Students with IEPs



Note: 2017-18 data has not yet been officially released

# District Data - Students with IEPs (K-12)

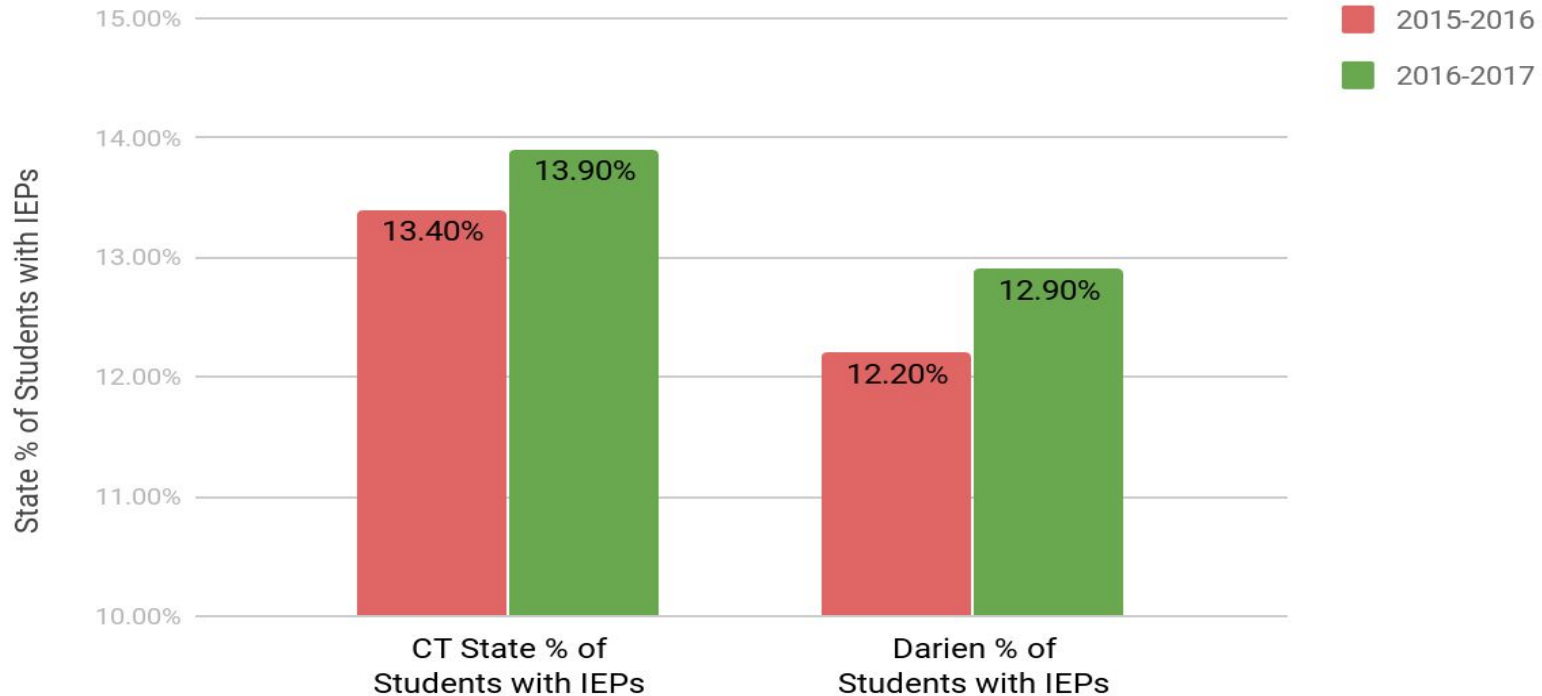
## Students with IEPs in Grades K-12



Note: 2017-18 data has not yet been officially released

# Statewide Trends - Students with IEPs (K-12)

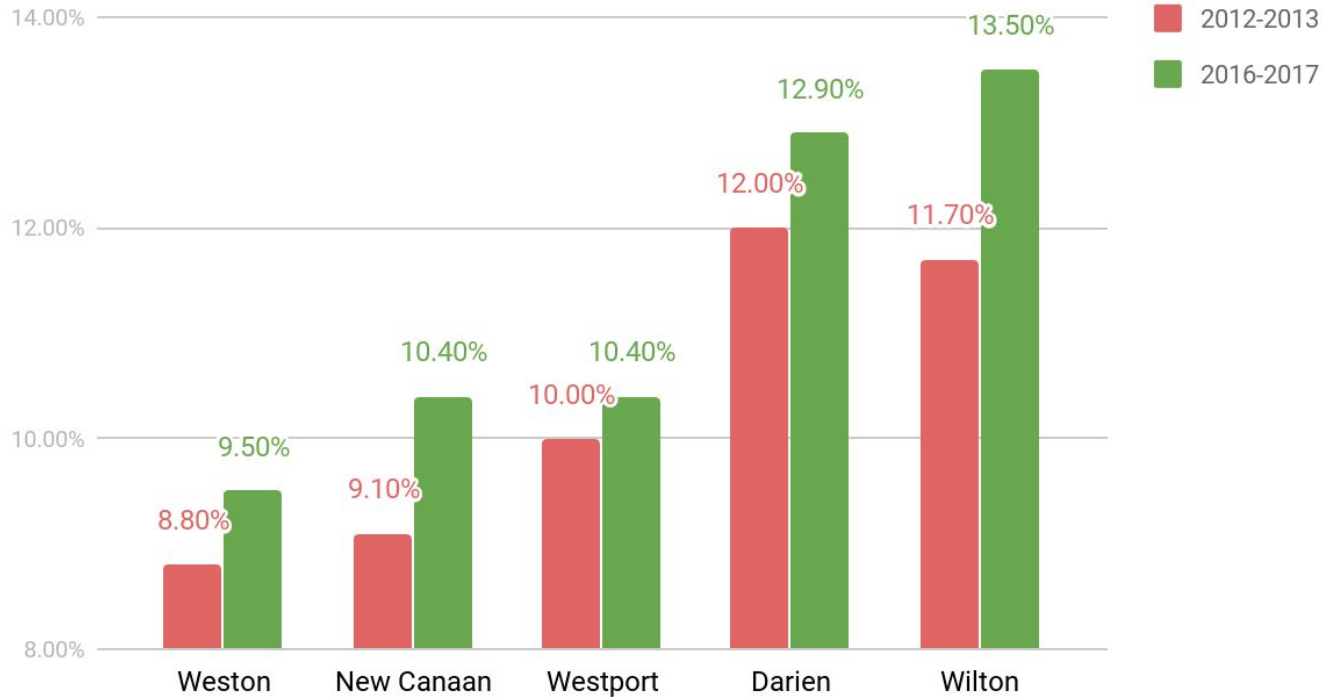
## CT Statewide Special Education Rates (K-12)



Note: 2017-18 data has not yet been released

# Local Historical Trends - Students with IEPs (K-12)

## Students with IEPs (K-12)

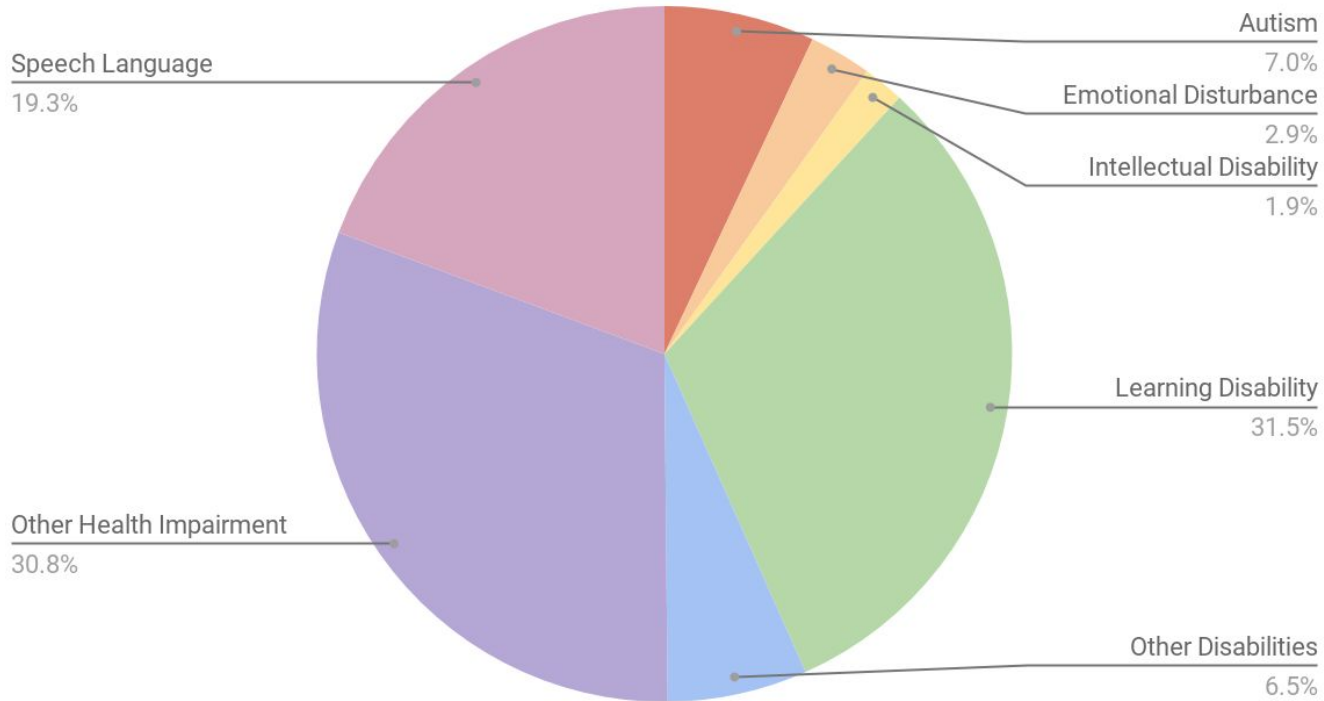


Town	% Change (2012 - 2017)
Westport	+0.4
Weston	+0.7
Darien	+0.9
New Canaan	+1.3
Wilton	+1.8

Note: 2017-18 data has not yet been released

# District Data - Educational Classifications

## Educational Classifications - Prevalence within Special Education





# Department Structure

