

**Transition Night:  
Parents of Students with Disabilities  
“Heading to the Middle School”  
January 15, 2014**



# Here tonight...

- \* Kathy Johnston- Director of Special Education
- \* Mike Klugman- Middle School Principal
- \* Meg Wyanski - Middle School CSE Chairperson
- \* Eileen Pasquini- Assistive Technology Specialist
- \* Beth Dounane - Special Education Teacher
- \* Merissa Taylor - Special Education Teacher
- \* Patrick Clark- Special Education Teacher
- \* Joan Link-Special Education Teacher
- \* Maureen Cohan- Behavior Specialist
- \* Jim Farnan- Computer Literacy Teacher
- \* Frank Daley-Social Worker
- \* Kim Panaro-Social Worker

Personal experience...



*Luca*



# Continuum of Programs and Services

Available as determined appropriate at CSE:

- \* Related Services- OT, PT, Speech, Social Work, TVI
- \* Resource Rooms- Organization Writing, Learner Support, Reading Language, Social Communication, Social Development
- \* Direct Consultant Teacher Services
- \* Secondary Skills
- \* Secondary Intensive Skills

# Sample Middle School Schedule

What is Home Base?

# Related Services

- \* Occupational Therapy
- \* Physical Therapy
- \* Speech/Language Therapy
- \* Social Work/Counseling
- \* Teacher of the Visually Impaired
- \* Specialized Nursing

# Resource Rooms

- \* **Organization Writing (OWRR)**

- \* designed for students who may have average to above average cognitive abilities, significant deficits in organization skills and writing skills, have difficulty with social skills and self determination, and possibly have been diagnosed with ADHD or a Nonverbal Learning Disability

- \* **Learner Support (LSRR)**

- \* designed for students with low average to above average cognitive abilities, are reading above the 25%ile, have significantly discrepant math skills and/or deficits in self-determination or advocacy, and may also have difficulty with organizational, executive functioning or study skills

- \* **Reading/Language (RLRR)**

- \* designed for students who may have slightly below average to above average cognitive abilities, are performing well below grade level in reading and writing, and may also have a significant language deficit

- \* **Social Communication (SCRR)**

- \* designed for students who may have average to above average cognitive abilities, significant deficits in social skills and pragmatic language skills, have an Autism Spectrum Diagnosis, and have difficulty navigating social situations and the school environment

- \* **Social Development (SDRR)**

- \* designed for students whose primary disability is a result of a mental health illness

# Direct Consultant Teacher

- \* This program is designed for students who have below average to average cognitive abilities and significant deficits in core academics.
- \* Students have **English Language Arts** (reading and writing) and **Math** skills **below the 25<sup>th</sup> percentile**
- \* Students may also have broad **language deficits**, difficulty with **organization and study skills**, and difficulty with **self-determination** and **self-advocacy**
- \* These students need **modified grading** and significantly **modified curriculum**



# Secondary Skills

- \* This program is designed for students with significant developmental delays who are pursuing a Skills and Achievement Commencement Credential (SACC), have delayed social skills and adaptive behavior, and participate in Alternative Assessments instead of New York State Assessments.
  - \* This class provides a grade level parallel curriculum with emphasis on key concepts and life skills
  - \* Students participate in general education classes when deemed appropriate by the CSE
  - \* Paraprofessional support is available to students, when needed, in the general education settings
  - \* Speech/Language Therapy and Counseling are integrated into the Skills class.
  - \* Assistive Technology is provided as deemed appropriate by the CSE
  - \* Additional related services of OT and PT are provided as approved by the CSE

# Secondary Intensive Skills

- \* This program is designed for students with below to average cognitive abilities. These students have varying learning abilities, adaptive behaviors and limited processing ability. They demonstrate behaviors that interfere with learning, significant sensory needs that may require environmental adaptations, difficulty in executive functioning and organization. They need direct instruction in social skills and friendship development. They require a supportive learning environment that has constant and consistent adult direction and support. They require enhanced supports in accessing general education, peer networking and opportunities for peer interaction to practice pro-social skills.
- \* OT, Speech, Social Work, Behavior Specialist and Assistive Technology consults are provided to this classroom as needed

# What You Can Do...

## ... communicate!

- \* **Talk to your child about the transition – questions/fears**
- \* **Know your child’s case manager (special education teacher or related service provider) and school counselor**
- \* **Encourage your child to ask questions**
- \* **Communicate with your child’s teachers**
- \* **Familiarize yourself with your child’s circle of friends**
- \* **Monitor homework completion and grades (BC@ Home)**
- \* **Attend Open House in September**
- \* **Attend Parent/Teacher Conferences**
- \* **Don’t hesitate to call or e-mail if you have questions...don’t wait**

