

Special Education Program Continuum – 2016-2017

Summit Hill School District 161 maintains a full continuum of special education instructional programs, resource programs and related services options based on the nature and degree of the intervention needed for students with varying disabilities including, but not limited to, Learning Disabilities, Emotional Disabilities, Autism, Speech and Language Impairments, Developmental Disabilities, Intellectual Disabilities, and Other Health Impairments.

Special Education is an integral part of the total program offered to serve students in Summit Hill 161. Special education and general education staff work collaboratively to meet the needs of all our students. Special education serves as a vehicle for access to general education and to minimize the impact of specific needs that arise out of children’s disability. The Summit Hill School District 161 full continuum ranges from least to most restrictive options as specified below:

LEAST RESTRICTIVE	General Education (with consultation)
	General Education (with push-in resource: Team Teaching)
	General Education (with pull-out resource: check-in, check-out, study hall, advisory; 1-20% of the day)
	General Education (with pull-out specialized instruction in content the areas: reading, language arts and/or math; 21-60% of the day)
	Special Education within a District program (self-contained instruction 61-100% of the day with mainstreaming into general education as appropriate)
	Special Education within a Cooperative program (self-contained instruction 61-100% of the day with mainstreaming into general education as appropriate, may be housed in another district)
	Special Education 100% (in a separate public school building with no general education)
	Private Day school program or out-of-state public day school program
	Homebound instructional program
MOST RESTRICTIVE	Residential Program (i.e. IL School for the Deaf & IL School for the Visually Impaired)

Program Descriptions

While there is some slight variation from building to building and from level to level the following are models of services currently available within Summit Hill School District 161. They are listed from least restrictive to most restrictive. For students whose needs cannot be met within District programs, the District works with Lincoln-Way Area Special Education Cooperative 843 and other outside agencies to provide appropriate educational programming.

Early Childhood Special Education Programs (Ages 3-5)

Early Childhood Blended Program

The Early Childhood Blended program serve students ages three to five who have identified delays in one or more of the following areas: cognition, communication, motor, behavior, and social/emotional which result in the need for special education services. Students in the blended program attend a half-day class with typically developing peers and are taught by an early childhood teacher with special education certification. Additional support is provided by a classroom paraprofessional.

Early Childhood Self-Contained Program

The Early Childhood Self-Contained program serve students ages three to five who have identified delays in one or more of the following areas: cognition, communication, motor, behavior, and social/emotional which result in the need for special education services. Students attend a half-day, self-contained early childhood class taught by an early childhood teacher with special education certification and are also supported by classroom paraprofessionals. The goal of the self-contained classes is to provide intensive support for the development of foundational skills for students with significant developmental delays.

Individualized Instruction Program

The Individualized Instruction (II) program is a full-day, self-contained, special education program which provides support for students who require specialized teaching techniques, individualized instruction, and small class placement as recommended by the IEP team. In the II class, the special education teacher focuses on the development of positive learner behaviors to support the acquisition of pre-academic, communication, functional, and social/emotional skills with an emphasis on independent mastery and generalization of skills. The II program utilizes principles of Applied Behavior Analysis (ABA) and Verbal Behavior (VB) within the framework of an individualized curriculum. Applied Behavior Analysis provides a structure for examining behavior, the causes of behaviors, and how to teach new behaviors. ABA allows us to take any skill and break it down behaviorally in order to examine its function for the child. It also allows us to teach complex skills including acquisition of language, social skills and academics in a systematic way. Applications of ABA that are utilized (as appropriate for each student) include Verbal Behavior Teaching (VB), Natural Environment Teaching (NET), Discrete Trial Teaching (DTT), and Intensive Teaching Time (ITT). Each student's program is individualized to meet their unique learning needs, including the incorporation of sensory integration into daily programming. Students participate in general education through mainstreaming and integration as deemed appropriate by the IEP team. Assessment tools are utilized to identify strengths and skill deficits, monitor progress, and inform instructional decisions. Students' strengths and motivators are integrated into all aspects of instruction in order to facilitate student engagement in the development and generalization of new skills. The class provides a highly structured environment with a low student to staff ratio with additional support/

consultation from a Board Certified Behavior Analyst (BCBA), SLP, OT, and Social Worker.

School-Age Special Education Programs (Grades K-8)

Resource Program (Grades K-8)

General education with consultation – The consultation model is based on a collaborative process between the special education teacher, the parent, and the general education teachers on the child’s team. The special education teacher consults with the general education teacher on curriculum modification, educational accommodations, and teaching strategies that will meet the student’s identified areas of need and to minimize the impact of the disability and maximize opportunities to participate in general education.

General education with push-in resource – The push-in resource model is based on a collaborative model between the special education teacher, the parent, and the general education teacher. The special education teacher provides direct instruction to the student in general education classrooms in conjunction with the general education teacher. The special education teacher provides consultation to general education teacher regarding student needs and appropriate teaching strategies to minimize the impact of the disability and maximize opportunities to participate in general education.

General education with pull-out resource – The pull-out resource model is based on a collaborative model between the special education teacher, the parent, and the general education teacher. The special education teacher provides individualized support to minimize the impact of the disability and enable success in the general education curriculum, as well as direct instruction to the student in strategies and techniques to minimize impact of the disability and maximize opportunities to participate in general education.

Social/Emotional Resource Program (Grades 1-8)

The Social/Emotional Resource Program serves students with ongoing social-emotional skill deficits that impede their ability to sustain participation in the general education setting across the school day. This program utilizes a collaborative approach and includes specially designed instruction that may include: social skills, school success strategies, conflict resolution, functional academic skills and executive functioning skills. The classroom structure features an encouraging classroom environment which includes clear expectations, support strategies, and opportunities for positive social interactions with peers and adults. Students participate in the general education classroom and receive supports within the Social/Emotional Resource Program for up to 50% of their school day.

Co-Taught Kindergarten

The Co-Taught Kindergarten class is a general education kindergarten class that is co-taught by a regular education teacher and a special education teacher. This class is intended to be a transitional program that bridges the Early Childhood Blended classes and traditional resource programming. The Co-Taught Kindergarten class supports students with executive functioning deficits to develop functional skills within an inclusive setting.

Developmental Kindergarten/Kindergarten Targeted Instruction Program (DK/KTIP)

DK/KTIP is a self-contained, cross-categorical special education program which provides support for students who require specialized teaching techniques, individualized instruction and small class placement as recommended by the IEP team. In these classes, the special education teacher works with a small group of students who need direct, specialized instruction in at least one of the following areas: academic/cognitive, communication/language, social/emotional, motor, and/or adaptive skills. Students' IEP goals and objectives are the main focus in these smaller classrooms. In this environment, the special education teacher employs a variety of strategies and materials to address students' individualized learning needs and increasing independence is stressed. Students participate in general education through mainstreaming and integration as deemed appropriate by the IEP team. The DK/KTIP class is staffed at a low student to staff ratio in order to provide the level of support needed to address individualized needs and facilitate generalization of skills.

Specialized Instruction/Communication Development (Grades 1-8)

The Specialized Instruction/Communication Development (SI/CD) classes provide support for students who require specialized direct instruction in the areas of reading, language arts, and/or math. In these classes, the special education teacher works with a small group of students who need direct instruction utilizing a combination of general education curriculum resources, targeted interventions, and individualized strategies/techniques to build on student strengths and skills and remediate skill deficits. The Specialized Instruction/Communication Development classes are designed to support the development of skills needed to prepare the student to access the general education curriculum in a less restrictive environment (i.e.: general education with resource support, team-taught classes, etc.).

For students who require specialized direct instruction in a small class setting as a result of their significant language deficits, additional support is provided through a co-teaching model in which the special education teacher and SLP share responsibility for providing specialized instruction.

In the SI/CD classes, the special education teacher provides consultation to general education teacher regarding individual student needs and appropriate teaching strategies to minimize impact of the disability and maximize opportunities to participate in general education.

Targeted Instruction Program (Grades 1-8)

The Targeted Instruction Program (TIP) is a self-contained, cross-categorical special education program which provides support for students who require specialized teaching techniques, individualized instruction and small class placement as recommended by the IEP team. In these classes, the special education teacher works with a small group of students who need alternative direct instruction in academic areas. Students may also require specialized direct instruction in communication, social/emotional skills, motor, and/or adaptive skills. Students' IEP goals and objectives are the main focus in these smaller classrooms. In this environment, the special education teacher employs a variety of strategies and materials to address students' individualized learning needs and increasing independence is stressed. Students participate in general education through mainstreaming and integration as deemed appropriate by the IEP team. The TIP classes are staffed at a low student to staff ratio in order to provide the level of support needed to address individualized needs and facilitate generalization of skills.

Individualized Instruction Program (Grades EC-8)

The Individualized Instruction (II) program is a self-contained special education program which provides support for students who require specialized teaching techniques, individualized instruction, and small class placement as recommended by the IEP team. Students' IEP goals and objectives are the main focus in this smaller classroom. In the II class, the special education teacher focuses on the development of positive learner behaviors to support the acquisition of academic, communication, functional, and social/emotional skills with an emphasis on independent mastery and generalization of skills. The II program utilizes principles of Applied Behavior Analysis (ABA) and Verbal Behavior (VB) within the framework of an individualized curriculum. Applied Behavior Analysis provides a structure for examining behavior, the causes of behaviors, and how to teach new behaviors. ABA allows us to take any skill and break it down behaviorally in order to examine its function for the child. It also allows us to teach complex skills including acquisition of language, social skills and academics in a systematic way. Applications of ABA that are utilized (as appropriate for each student) include Verbal Behavior Teaching (VB), Natural Environment Teaching (NET), Discrete Trial Teaching (DTT), and Intensive Teaching Time (ITT). Additionally, TEACCH strategies are used to develop independent work skills. Each student's program is individualized to meet their unique learning needs, including the incorporation of sensory integration into daily programming. Students participate in general education through mainstreaming and integration as deemed appropriate by the IEP team. Assessment tools are utilized to identify strengths and skill deficits, monitor progress, and inform instructional decisions. Students' strengths and motivators are integrated into all aspects of instruction in order to facilitate student engagement in the development and generalization of new skills. The class provides a highly structured environment with a low student to staff ratio with additional support/ consultation from a Board Certified Behavior Analyst (BCBA), SLP, OT, and Social Worker.