

Primers on MCPS Placements for Autistic Students

Montgomery County Public Schools

Tuesday, February 7, 2023

Session 1: Preschool Placements

Agenda

Session 1 – Preschool

7:00 to 7:05

Introductions

7:05 to 7:45

Preschool Education Program (PEP)

7:45 to 8:00

Q&A – for PEP Questions

8:00 to 8:30

Comprehensive Autism Preschool Program (CAPP)

8:30 to 9:00

Q&A – for CAPP Questions and leftover PEP Questions

Preschool Education Program (PEP)

Montgomery County Public Schools

Mary Rose Catena, Coordinator, Preschool Education Program

Preschool Education Program (PEP)

- PEP provides a continuum of services to meet the needs of students with a range of developmental delays and disabilities that impact student ability to learn and access the prekindergarten curriculum
- Services range from regular early childhood settings to self-contained special education classrooms
- All PEP classes and services follow the general education pre-K curriculum aligned to the Maryland Early Childhood Standards

PEP Itinerant Services

- Services are provided in community preschools/childcare settings, or sometimes within MCPS Pre-K/Head Start classrooms
- A special education teacher provides direct services to the student while also sharing strategies with the school/center team
- Services typically occur once or twice per week to address IEP goals
- Related services are also provided at the community preschool/childcare setting or in the MCPS Pre-K/Head Start location

PEP Inclusive Pre-K

- Full inclusion in a general education Pre-K or Head Start classroom for students with IEPs in their prekindergarten year
- Staff implement a co-teaching model - General and special education teachers co-plan, co-instruct, and co-assess
- Both general and special education paraeducators support the class

PEP Collaboration

- PEP and Pre-K classes collaborate to create an inclusive setting for prekindergarten students with IEPs
- Students are taught in heterogeneous groups
- Both the general education and special education teachers and paraeducators instruct all students at different times

PEP Pilot

- Inclusive opportunity typically for three-year-old and young four-year-old students
- Typically-developing peers from the community are part of the class
- Taught by a special education teacher and paraeducator

PEP Classic

- Special education setting
- Typically a smaller class size than Inclusive Pre-K, Collaboration, and Pilot
- Taught by a special education teacher and paraeducator
- Sometimes typical peers may participate in the class

PEP Intensive Needs Class (INC)

- Special education setting
- Taught by a special education teacher and two special education paraeducators creating a smaller teacher:student ratio than other classes
- Students require more adult support to participate and learn skills than those in PEP Classic or the PEP inclusive settings

PEP Full Day

- Special education setting
- Full day class provides more opportunities for repetition and practice.
- Provides a comprehensive approach to services to support students with significant learning delays and/or multiple disabilities.
- Taught by a special education teacher and two special education paraeducators creating a smaller teacher:student ratio than other classes

Q&A

Comprehensive Autism Preschool Program (CAPP)

Montgomery County Public Schools

Lisa Grant, Instructional Specialist, Autism Services

Comprehensive Autism Preschool Program (CAPP)

The Comprehensive Autism Preschool Program (CAPP) provides intensive and individualized services for students ages 3–5. These students require a full day of evidence-based instructional practices and behavioral supports. The program focus is to increase language, learning and adaptive skills to ultimately provide access to a variety of school-aged services and to maximize independence in all domains.

CAPP

Students may have significant needs in the areas of:

- Adaptive skills
- Behaviors
- Communication
- Social Skills

Students in autism services:

- Are accessing the Pre-K curriculum with significant modifications

CAPP

- **Instruction is provided individually and/or dyads for almost 4 hours per day.**
- **Instruction is individualized based on IEP goals and objectives**
- **Group instruction is provided daily, as appropriate**
- **Lunch and recess is with non disabled peers with support from classroom staff**
- **Self contained specials (art, music, PE, media) are supported by classroom staff**
- **The teaching procedures are based on Applied Behavior Analysis.**

Q&A