

Primers on MCPS Placements for Autistic Students

Montgomery County Public Schools

Tuesday, February 7, 2023

Session 3: Middle and High School Placements

Agenda

Session 2 – Secondary

7:00 to 7:05

Introductions

7:05 to 7:45

Learning and Academic Disabilities (LAD)

Asperger Connections

Autism Resource Services (ARS)

Bridge

7:45 to 8:05

Q&A – for LAD, Asperger Connections, ARS and Bridge Questions

8:05 to 8:40

Learning for Independence (LFI)

School/Community-Based Program (SCB)

Autism Program

Extensions

8:40 to 9:00

Q&A – for Certificate programs and leftover questions for diploma programs

Learning and Academic Disabilities (LAD)

Montgomery County Public Schools

Dr. Cynthia M. Webb, Area Supervisor,
Department of Special Education Services

Mrs. Lora Johnson, Area Supervisor,
Department of Special Education Services

Learning and Academic Disabilities (LAD)

The special education process starts with the **Individualized Educational Program (IEP)** team.

- Once a student has an IEP the school team determines the level of service required.
- The level of service determined will dictate where the services can appropriately be rendered.

Learning and Academic Disabilities (LAD)

- The Learning and Academic Disabilities (LAD) services are available in all secondary schools in MCPS.
- The majority of a student's day is spent with non-disabled peers and services are provided through a combination of time in and out of general education. Classroom Instruction is provided by a variety of providers (gen. ed. tchr., sp. ed. tchr., para)
- Students who receive **LAD** services may have a variety of disabilities, including those with **Autism Spectrum Disorder (ASD)**.

Supports in LAD

Students with **Autism Spectrum Disorder** can be provided supports in the LAD.

- whole class, small group, and/or individualized support (per the IEP) can be provided inside or outside of general education
- some students may have a resource class
- related services, such as speech and language
- supplementary aids and services and accommodations to support communication, executive functioning, and behavior challenges
- assistive technology - low or high technology supports that the student needs

Asperger Connections

Montgomery County Public Schools

Robin Daisey, Instructional Specialist, Autism
Services

Autism Connections Services

Student Characteristics

- Students access general education curriculum on or above grade level in academic subjects.
- Students are typically motivated to perform academically, but require support due to difficulties with task initiation, organization, and cognitive rigidity.
- Students have above average expressive and receptive language skills, but may have needs in social (pragmatic) language
- Students typically have the desire to develop social relationships, but may struggle to find friends among their age group peers

Autism Connections Services

Service Features

Middle School	High School
Instruction outside of general education available for English/Language Arts, Social skills, and Executive Functioning	Instruction outside of general education available for Resource class, to support executive functioning and provide opportunity for social problem solving as needed.
Special education support in general education is available for all other content areas, including accelerated/enriched classes, as well as PE and health. In elementary school, support is also available during specials and recess.	Special education support in general education is available for all core content areas, including honors level classes.

Autism Resource Services

Montgomery County Public Schools

Claire Lanham, Program Specialist,
Autism Services

Autism Resource Services

Student Characteristics

- Students are able to access general education curriculum 2 - 3 years below level in academic subjects.
- Students require a modified pace of instruction, pre-teaching and re-teaching of academic content & individual accommodations due to academic needs.
- Students have delays in expressive and receptive language skills, as well as needs in social (pragmatic) language.
- Students typically are socially naive. They struggle to engage with peers appropriately due to language needs and lack of social understanding.

Autism Resource Services

Service Features

Middle School	High School
<p>Instruction outside of general education available for English, Reading, Math, and Resource. Resource addresses social skills/ and executive functioning.</p>	<p>Instruction outside of general education available for Reading, Resource, and some academic classes (most commonly English 9 & 10, Algebra 1, History, Government).</p>
<p>Special education support in general education is available for other content areas (e.g. science and social studies), as well as PE and health.</p>	<p>Special education support in general education is available for all core content areas (English, Math, Science, Social Studies).</p>

Bridge

Montgomery County Public Schools

Sandi Ives, Supervisor, Social Emotional Special
Education Services

Student Characteristics

Students are cognitively and academically average to above average and are accessing the general education curriculum on or above grade level in academic subjects.

Students may be challenged by:

- Social vulnerability
- Problem-solving and perspective taking
- Abstract thinking
- Interpreting social cues
- Establishing relationships with peers
- Group and collaborative learning
- Coping with anxiety, school stressors, emotional regulation, changes in routine and transitioning
- Sensory sensitivity
- Pragmatic language
- Executive Functioning Skills

Service Highlights Bridge

Service Features

Middle School	High School
Instruction outside of general education available for English, Science, History, Math, PE, some electives, and Resource. Resource addresses social skills and executive functioning , and support with work completion	Instruction outside of general education available for core academic subjects, PE, Resource, and certain electives.
Support by paraeducators in general education is available for some electives and content area classes	Special education paraeducator support in general education is available for all core content areas, and some electives.
Group counseling services provided by social worker	Group counseling services provided by social worker.

Q&A

Alternate Learning Outcome *Services*

Anne Marie Tagliaferri, Supervisor,
Alternate Learning Outcomes Services,
Extensions, School Community-Based &
Learning for Independence

What does it mean?

- Students access the Alternate Achievement Standards. Students are found eligible through Appendix A.
- Focus on the essential pieces of the curriculum
- Skill taught in contexts with opportunities for repeated instruction in large and small groups
- Community based instruction to support generalization of skills

Alternate Achievement Standards - NOT an Alternate (ALO) Curriculum

Grade 3 Unit 1 Benchmark Advance - Government For the People

CCSS	Essential Elements
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>EE.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.</p>
<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>EE.RI.3.2 Identify details in a text.</p>
<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>EE.RI.3.3 Order two events from a text as “first” and “next.”</p>

Learning for Independence (LFI)

Staffing Ratios	Instructional Setting	Community Based Instruction	Student Characteristics
1 Teacher 1 Para 10-12 Students	<ul style="list-style-type: none">● Self-contained special education instruction in All core content areas● Included in specials with same-aged peers● Alternate Achievement Standards● Whole and Small Group Instruction●	<ul style="list-style-type: none">● Students participate 2x week● High school students also participate in on the job training	<ul style="list-style-type: none">● Reliable communication system● Consistent Response Method● Independent in most classroom routines

School Community Based (SCB)

Staffing Ratios	Instructional Setting	Community Based Instruction	Student Characteristics
1 Teacher 2 Paras 6-8 Students	<ul style="list-style-type: none">● Self-contained special education instruction in all core content areas and all specials● Alternate Achievement Standards● Whole and Small Group Instruction	<ul style="list-style-type: none">● Students participate 2x week● High school students also participate in on the job training	<ul style="list-style-type: none">● Emerging communication system● Direct instruction to master response methods● Requires support to participate classroom routines

Classic Autism Program

Montgomery County Public Schools

Domenick Fabii, Instructional Specialist, Autism
Services

Mark Custer, Program Specialist, Autism
Services

Student Characteristics

Students may have significant needs in the areas of :

- Adaptive skills
- Behaviors
- Communication

Student in autism services are:

- Accessing alternate learning outcomes and are pursuing a certificate of completion
- Likely to stay in high school until age 21. Most students articulate to adult day programs for lifelong support.

Student Characteristics

- Require direct instruction to acquire functional skills.
- Require a highly modified pace, systematic instruction, and individual accommodations
- Benefit from extensive, direct, repeated, and individualized instruction to achieve measurable gains on IEP goals and objectives.

Service Features

- Focus on functional academics to help build independence.
- Integrate a focus on work-based learning, community access and personal independence skills as students move through middle school
- Implement lessons related to activities of daily living, community living, communication/socialization, functional living, etc.
- Instruction individualized based on IEP goals and objectives.



Extensions

Montgomery County Public Schools

Anne Marie Tagliaferri, Supervisor, Alternate Learning Outcomes Services, Extensions, School Community-Based & Learning for Independence

Extensions

Staffing Ratios	Instructional Setting	Community Based Instruction	Student Characteristics
<p>1 Teacher 3 Paras 5-7 Students Additional Staffing as Needed</p> <p>Social Worker Behavior Support Teacher Program Specialist</p>	<ul style="list-style-type: none"> ● self-contained special education instruction in all core content areas and all specials ● Alternate Achievement Standards ● Whole, small and individual instruction 	<ul style="list-style-type: none"> ● Students participate 2x week ● High school students also participate in on the job training 	<ul style="list-style-type: none"> ● Emerging communication system ● Emerging Response System ● Requires support in most activities of daily living ● Requires additional supports to address challenging behavior

Q&A