

Primers on MCPS Placements for Autistic Students

Montgomery County Public Schools

Thursday, February 9, 2023

Session 3: Elementary School Placements

Agenda

Session 3 – Elementary (Primary)

7:00 to 7:05

Introductions

7:05 to 7:45

Home School Model (HSM)

Asperger Connections

Social and Emotional Special Education Services (SESES)

School-Based Learning Centers

Darnestown Learning Center

Carl Sandburg Learning Center

7:45 to 8:05

Q&A

8:05 to 8:40 Learning for Independence (LFI)

School/Community-Based Program (SCB)

Autism Program

Extensions

8:40 to 9:00

Q&A

Home School Model (HSM)

Montgomery County Public Schools

Ms. Kelly Jiron, Area Supervisor, Department of
Special Education

Dr. Melissa Brunson, Area Supervisor,
Department of Special Education

HSM Description

The **Home School Model (HSM)** services are available in all elementary schools in MCPS.

- **HSM** services represents the least restrictive environment for elementary students.
- 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.
- Students who receive **HSM** services may have a variety of disabilities, including those with **Autism Spectrum Disorder (ASD)**.

HSM Services & Supports

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

- Small group and/or individualized support (as needed) can be provided inside and outside of general education
- Support services, such as speech and language, occupational therapy, and adaptive PE
- Supplementary aids and services and accommodations to support communication, executive functioning, and behavior challenges
- Any low or high technology supports that the student needs

HSM Services

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 services needed.
- The level and amount of services that are determined will dictate where the services can best be rendered.

Autism Connections

Montgomery County Public Schools

Sarah Melchior, Psychologist, Autism Services

Asperger's Program

***Beginning July 1, 2023, this MCPS program will be referred to as Autism Connections**

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

Connections Services

Service Features

- 1:2:8 Teacher: Paraeducator: Student ratio
- Instruction outside of general education is available for English/Language art and social skills
- Special education support in general education is available for math, science, social studies, specials, lunch and recess

Social and Emotional Special Education Services (SESES)

Montgomery County Public Schools

Sandi Ives, Supervisor, Social Emotional Special
Education Services

Student Characteristics

- **Students demonstrate significant social , emotional learning and/or behavioral difficulties that adversely impact their ability to access curriculum in the general education environment.**
- **Students require support for frustration tolerance, developing appropriate coping mechanisms, social skills, anger management, collaborative work with peers, conflict resolution.**
- **Students are cognitively average to above average.**
- **Some students exhibit below grade level achievement and may require a math or reading intervention.**
- **Students require social skills groups and counseling services in order to access the curriculum.**

Social Emotional Special Education Services

Service Features

- 1:2:8-10 Teacher: Paraeducator: Student ratio
- Instruction in self-contained classes is available for English, math, social studies, science
- Special education support in general education is available for specials, lunch and recess
- Counseling support from a LCSW-C social worker
- Additional behavior support provided by a behavior support teacher

School-Based Learning Centers

Montgomery County Public Schools

Ms. Kelly Jiron, Area Supervisor, Department of
Special Education

Dr. Melissa Brunson, Area Supervisor,
Department of Special Education

Student Characteristics

- Students have global academic needs and delays in social development
- Students are typically 2-3 years below grade level
- Students may have a variety of disabilities, including those with **Autism Spectrum Disorder (ASD)**.
- Students are working towards general education curriculum standards aligned to their assigned grade level.
- Typically, students have adaptive skills that allow them to access a comprehensive school setting with a primary focus on academic achievement.

SBLC Services

- Regionally-based programs that provide specialized, scaffolded instruction in core academic areas for kindergarten through grade 5
- Core instruction is provided in a self-contained classroom by a special education teacher with paraeducator support
- Class size ranges from 10 - 15 students on average
- Inclusion is provided on a case by case basis. However, all students are included for lunch & recess

Darnestown Learning Center

Montgomery County Public Schools

Melissa Grant, Program Specialist, Autism
Services

Darnestown SBLC Services

Student Characteristics

- Students are typically 2-3 grade levels below & require specific supports and accommodations in the areas of reading, math, written language.
- Students require specific support and accommodations characteristics of Autism Spectrum Disorders, particularly in areas of: attention, task engagement, application of newly learned skills, and use of spontaneous language.
- Students have marked delays in expressive and receptive language skills.
- Students typically are socially naive. They struggle to engage with peers appropriately due to language needs and lack of social understanding
- Students have difficulty with executive functioning: beginning and completing tasks, organization, and flexible thinking

Darnestown SBLC Services

Service Features

- 1:2:9 Teacher: Paraeducator: Student ratio
- Self-contained instruction is available for core academics and specials.
- Inclusion is provided on a case by case basis. However, all students are included for lunch & recess with paraeducator supports.

Carl Sandburg Learning Center

Montgomery County Public Schools

Beth Lacoursiere, Principal, Carl Sandburg
Learning Center

Student Characteristics

- Students receive instruction in general education curriculum, generally 2 or more grade levels below
- Some students access Alternate Learning Outcomes (ALO)
- Some students pursue HS Diploma; some students pursue HS Certificate of Completion

- Students have moderate to severe behaviors that interfere with learning

- Students require targeted instruction in academics, self-management skills, coping skills, social and emotional learning, and functional skills

Service Features

- Separate Public Day School(Most Restitutive in the County)
- Exclusively serves students with IEPs in grades K-5
- Self-contained classrooms
- Self-contained specials (art, music, PE, media), lunch, & recess
- 100% of service hours are outside of general education
- 1:2:7 Teacher : Paraeducator : Student ratio
- On-site social worker, BST, & psychologist
- PT, OT, and SLP provided on-site and virtually

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 1x week	<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 1x week	<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

Brandi Bechtold, Program Specialist, Autism
Services

Lauren McGinley, Program Specialist, Autism
Services

Student Characteristics

Students may have significant needs in the areas of:

- Adaptive skills
- Behaviors
- Communication
- Social Skills

Students in Autism Services:

- Accessing alternate learning outcomes and are pursuing a certificate of completion

Service Features

- Self-contained classrooms in comprehensive elementary school buildings.
- The classrooms offer a highly-structured school day and with opportunities for individualized learning opportunities.
- Curriculum is modified as appropriate to support student strengths and needs.
- The teaching procedures are based on Applied Behavior Analysis.

Service Features

- Instruction is provided in dyads (2 students, 1 teacher/paraeducator) for an average of 3 hours per day.
- Instruction is individualized based on IEP goals and objectives
- Group instruction is provided about one hour per day based on modified curriculum standards.
- 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

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 1x week 	<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