

CVUSD Special Education Services Specialized Programs

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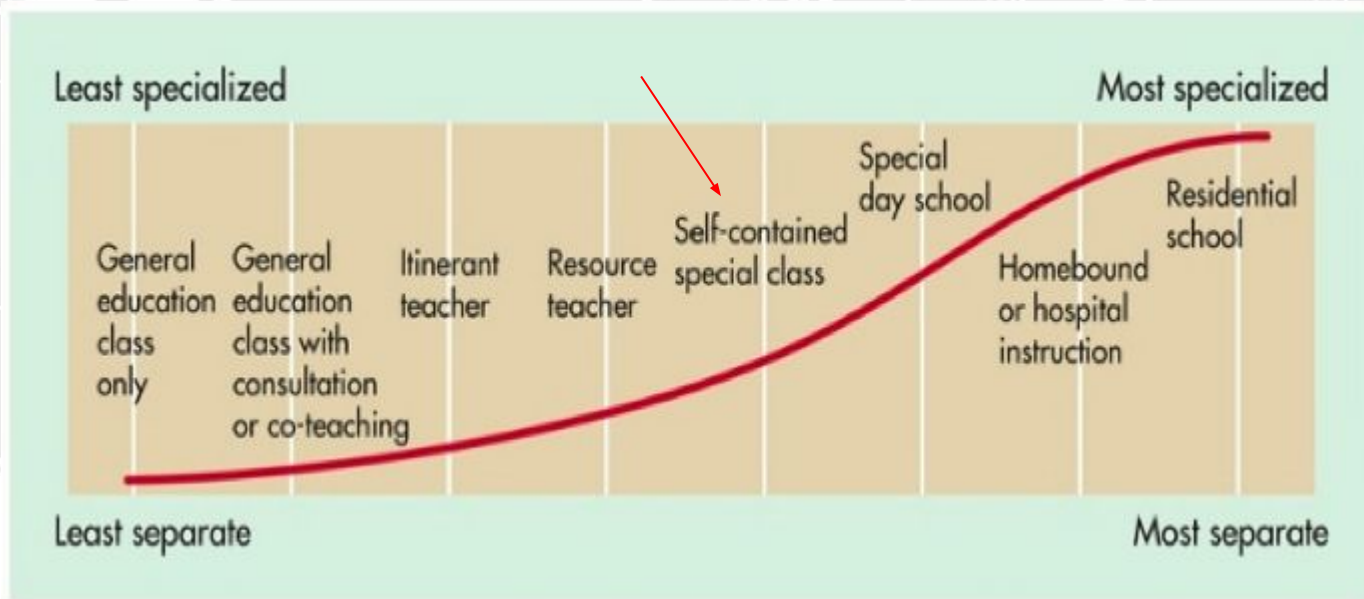


Purpose

To provide an overview of:

- The Individual Education Plan (IEP) process that leads to Specialized Program recommendation
- Definition of a Specialized Program
- Describe the different CVUSD Specialized Programs designed to meet our students' needs
- Sensory and Safe De-Escalation Spaces and Rooms
- Actions and Next Steps

Review: Least Restrictive Environment Continuum



Individual Education Plan (IEP) Process

- Access to any of the specialized programs is discussed and determined by the IEP team during IEP meetings
 - Parent written consent is required before a student accesses a specialized program
- Information used to guide the discussion includes, but is not limited to:
 - Multi-disciplinary and/or psycho-educational assessment reports
 - Functional Behavior Assessment reports
 - IEP goals - levels and progress
 - Parent and team member input/observations
 - Student work samples

Individual Education Plan (IEP) Process Continued

- Parents are offered to tour the proposed specialized program and talk with the specialized program staff before deciding on the placement recommendation
- If parents consent to the proposed specialized program, a follow up IEP meeting is held within the first 30 calendar days of the change of placement to review how the student is doing
- The IEP team, including the parent, discuss the most optimal transition time for the student and how to communicate to the student about the transition
- Parents can request an IEP meeting at any time

Specialized Programs Are:

- Part of the Least Restrictive Environment (LRE) continuum and includes grade-level state standards curriculum and/or modified curriculum (determined by students' needs)
- Designed to serve students whose needs cannot be met through general education alone, a resource specialist/learning center program, or designated instructional services
- Considered based upon student's needs (e.g. academic, independent living skills, behavior, communication, etc.), not eligibility category
- Not used in lieu of referral to a more restrictive setting (e.g. Non-Public Schools, County Programs) if the IEP team believes a more restrictive setting is appropriate

Specialized Programs: Social-Emotional

Social-Emotional:

Designed to support students with a disability that primarily manifests with externalizing behaviors and/or with a high level of social-emotional needs that interfere with their learning or the learning of other students.

Locations:

- Glenwood Elementary
- Los Cerritos Middle School
- Newbury Park High School
- Thousand Oaks High School
- Westlake High School
- Waverly Program

Specialized Programs: Autism

Autism:

Designed to support students with a disability that presents with difficulties in (one, some and/or all) social/pragmatic language, communication, academic achievement, behavior, sensory, restricted interests, and fine/gross motor that interferes with their ability to access their education.

Locations:

- University Preschool Campus (BeMe)
- Maple Elementary
- Ladera STARS Academy
- Redwood Middle School
- Thousand Oaks High School
- Post Secondary

Specialized Programs: Language and Learning

Language and Learning:

Designed to support students who present with academic learning difficulties and require more support across the school day than can be provided in the learning center or general education classroom.

Locations:

- University Preschool Campus (Be Me)
- Aspen Elementary
- Acacia Magnet Elementary

Specialized Programs: LEAP

Learning Essentials Academic Program (LEAP)

Designed to support students with a disability that present with significant learning, adaptive, and language needs, which cannot be sufficiently supported through the learning center and/or general education programs

Locations:

- University Preschool Campus (Be Me)
- Madrona Elementary
- Colina Middle School
- Sequoia Middle School (2020-2021 school year)
- Newbury Park High School
- Westlake High School
- Post Secondary

Specialized Programs Staffing

Classroom Staff:

- One teacher to approximately 10 or 12 students
- Two paraeducators per classroom
- Average adult to student ratio is one to three or one to four
- Additional paraeducators assigned based upon student needs

Additional Staff to Support the Programs:

- Speech Therapists
- Occupational Therapists
- School Psychologists
- Board Certified Behavior Analysts (BCBA)
- Adaptive Physical Education Teachers
- Behavioral Health Clinicians/Counselors

Specialized Programs Staff Training

Examples of training provided to teachers:

- LindaMood Bell (Reading and Literacy)
- Universal Designs for Learning (UDL; August 19, 2019)
- Positive Behavior Interventions
- Applied Behavior Analysis
- Nonviolent Crisis Intervention (NCI)
- Unique Learning System (Alternate curriculum)
- Augmentative and Alternative Communication

Examples of training provided to paraeducators:

- Applied Behavior Analysis
- Positive Behavior Interventions
- Nonviolent Crisis Intervention
- CPR & First Aid

Specialized Programs Instructional Strategies and Supports

Supporting Academic and Language Needs:

- Scaffolding
- Re-teaching
- Verbal and visual prompts
- First/Then visuals
- Individual and small group instruction
- Graphic organizers
- Chaining strategies
 - Forward, backward, total task
- Maximize opportunities for inclusion with non-disabled peers by pre-teaching content
- Augmentative and alternative communication (use of low and high technology)
- Use of movement/vestibular equipment/activities

Supporting Social-Emotional and Behavior Needs:

- Social skills/behavior training:
 - Role playing
 - Peer supported play based lessons
 - 5 Point Scale/“How Is Your Engine Running”
 - Social Thinking including Behavior Mapping)
- Token economy
- Access to embedded and alternative locations to meet sensory and social-emotional needs
- Motivational systems
- Self-management check-ins
- Point sheets
- Zones of Regulation
- Role playing
- High reinforcement frequency
- Individual daily check-ins

Specialized Programs Sensory Materials and Equipment

- Velcro strips
- Exercise balls
- Weighted blankets
- Weighted vests
- Slant boards
- Bean bags
- Sand trays
- Stepping stones
- Oral tools/chews
- Swings
- Steamrollers
- Sensory pea pods
- Fidgets
- Flexible seating options
- Headphones
- Ball pits
- Bubble tubes
- Calming music
- Light filters
- Therapeutic putty

Behavior Interventions and De-Escalation Strategies:

- Prompting hierarchy
- Reminding the student of self-selected reinforcers they are working towards
- Using a calm voice to validate the student's feelings
- Removing the triggering item or prompt until the student is de-escalated (yet reintroducing the item or prompt and support the student to cope through the situation so they build the skills)
- Access to sensory soothing items
- Prompting to relocate to a pre-identified space that is free from distraction and other triggers
- Adjusting proximity of staff and student
- Minimize input to student - allow for processing time

Clarification on Spaces and Rooms:

Sensory Rooms:

- Designated space next to (not inside of) a special education classroom
- Various sensory items/materials/equipment
- Adjusted to support students' needs
- Self-selected and teacher prompted access

Spaces:

- Designated space *inside* the classroom
- Various sensory items/materials
- Adjusted to support students' needs
- Self-selected and teacher prompted access

Safe De-Escalation Rooms:

- Designated space next to (not inside of) a special education classroom
- Free from materials/items that might cause injury
- Used only as a last resort
- NCI trained staff prompt first, transport last

Clarification on Use of Safe De-Escalation Rooms

- Use of a safe de-escalation room is *only* used when:
 - A student engages in serious behavior that poses a significant threat of injury to self or others, and all other de-escalation strategies and interventions are first utilized with fidelity and the safety risk continues (Educ. Code §§ 49005.4, 56521.1(a).)
- Nonviolent Crisis Intervention (NCI) trained staff remain with the student
 - Student is never isolated, nor secluded, nor locked in a space
- As soon as student is no longer a risk to themselves or others the student is prompted to a less restrictive setting (e.g., classroom, therapeutic setting)
- Use of safe de-escalation rooms are never used for punishment

Special Education District Advisory Council (SEDAC)

- Worked closely with parents to re-vitalize SEDAC at the end of the 2017-2018 school year to:
 - Solicit input from our parents and community
 - Work collaboratively to address concerns and build on successes
 - Ensure parents of students with special needs have a voice
 - Establish space for direct and ongoing dialogue centered on improving outcomes for students
- SEDAC Executive Committee toured the safe de-escalation rooms and sensory rooms with District staff
- Executive Committee provided feedback to the District with recommendations intended to reduce the need for safe de-escalation rooms

Recommendations from SEDAC Executive Committee

- Increase the sensory materials/items made available to students
- Maximize open space by turning it into a sensory designated area
- Adjust the overall environment to feel more calming, such as
 - Light dimmers
 - Thematic walls with calming visuals
 - Padding on the floor
 - Music
- Ensure parents have an opportunity to tour all spaces and rooms
- Ensure transparent communication with parents about safe de-escalation
- Increase communication with parents about their child's Behavior Intervention Plan (BIP)
- Provide additional training and supports to staff
- Tour other sites (e.g. Casa Pacifica) for ideas

Actions and Next Steps to Improve Specialized Programs and Services

- Continue to work collaboratively with SEDAC to adopt recommendations
- Updated CVUSD [website](#)
 - Specialized Program Descriptions
 - Sensory Space and Room Descriptions
 - Safe De-Escalation Space and Room Descriptions
 - Frequently Asked Questions (FAQ)
 - “Submit a Question”
- Support staff and provide professional development
- Collaborate with parents and continue to reflect and improve

Thank you

- Thank you for the opportunity to provide details about our specialized programs and clarify sensory rooms and safe de-escalation rooms
- Questions?

