

**Belmont Public Schools
ASD/Intensive Inclusion Support Program
Students with Autism Spectrum and Other Related Disorders**

Specific Program Description

Assignment: Special Education

School: District-Wide

Population Served: Special Education Students with Autism Spectrum Disorders and Other Related Disorders

Grade: K-12

Program Description

This program supports students whose profiles of development prevent them from accessing general education curriculum independently across the content areas. Furthermore, these students face challenges when interacting with school staff and students due to the challenges that they face in demonstrating appropriate social behavior. As a result, different types of supports are provided both in and out of the classroom. Students receive services in groups ranging from 1-3 students outside of the classroom. When students are integrated in the classroom, they participate in both large and small group activities. Students are integrated in classrooms that provide consistent structure and routine in order to facilitate their learning as well as their successful interactions with school staff and students. Students receive instruction from the classroom teacher, classroom assistant, professional aide, speech and language pathologist, occupational therapist, physical therapist, guidance counselor and school psychologist based on their Individualized Education Program (IEP).

Students receive services along a continuum of inclusion and in conjunction with the regular education classroom. Depending on the level of support that a student's need, he may spend part of the day in his classroom and part of the day in another classroom in which he receives 1-1 and/or small group instruction.

The program addresses the academic, social, and emotional development of students. The components include a highly structured learning environment and individualized instruction, and utilization of natural environments for instruction. The environment and lessons are modified on an on-going basis to meet the diverse learning needs of this population of students. Positive behavioral supports are incorporated in the classroom to meet the unique needs of each student using best practices including applied behavioral techniques. The sensory needs of the students are addressed across school settings as well. Each student's TEAM identifies whether a student needs extended year programming. Parents are an integral part of the program. The student's team identifies ways to make connections between school and home to ensure the development of students.

Each student receives the appropriate level of support across developmental domains as well as settings. The student's IEP Team assesses and analyzes the growth of the student on an on-going basis and modifications are made programming to ensure success across school settings. The program incorporates on-going professional development, consultation to the staff servicing the students. Collaboration across disciplines is a key component of this program.

Two district-wide inclusion specialists provide full-time support to the students in this program. In addition, a school-based classroom teacher, classroom assistant, professional aide, speech and language pathologist, occupational therapist, physical therapist, guidance counselor and school psychologist deliver the services outlined in the IEPs of the students.