



DE

Special Education Program Guide

DEVELOPMENTAL EDUCATION

Full-Time Special Education Classes and Partial Integration Placements

Grades 9 - Year 7 (maximum of 10 students)

“All student’s learn best when instruction, resources and the learning environment are well suited to their particular strengths, interests, need and stages of readiness.”

- Learning For All: A Guide to Effective Assessment and Instruction, Kindergarten to Grade 12

Full-Time Special Education Class Placement

The Purpose of this Placement is to:

- Support the strengths and needs of students diagnosed with a Developmental Disability;
- Modify the environment and provide methods of instruction that are compatible with the student's learning profile thereby enabling the student to experience academic, social and communication growth;
- Provide integration opportunities for students based on IEP goals within the wider school community;
- Provide a bridge between school and community with a strong focus on fostering independence in work skills, life skills, self-care, leisure and recreational skills, and;
- Provide modified curriculum and/or alternative programming, individualized to student's strengths, interests and needs.

Student Profile

- Requires program emphasis on developing communication skills, social skills, daily living skills and functional academic skills;
- Requires support for the social interaction and basic daily living skills and/or self-regulation;
- Requires extensive instructional, assessment and environmental accommodations, and;
- Is working toward an Ontario Secondary School Certificate of Accomplishment.

Admission Criteria

A student who:

- Has been identified as exceptional through the IPRC process under the category of Intellectual: Developmental Disability;
- Requires modification to the environment and a higher level of structured monitoring, individual attention and alternative programming specific to their particular learning profile;
- Has had ongoing interventions in a regular classroom placement; and,
- Requires extensive support and program modification to access curriculum or alternative programming for the development of functional communication, literacy and numeracy skills.

Program Resources

Special
Education Teacher
Educational Assistant(s)
Learning Support
Teacher



Work Experience

The Purpose of this Placement is to:

- Support the strengths and needs of students with a Developmental Disability pursuing a five-year school to work or school to college pathway;
- Support inclusion and engagement within the wider school community and provide a bridge between school and community with a strong focus on fostering independence in work skills, life skills, self-care, leisure and recreational skills;
- Provide the opportunity to access instruction in course content relevant to transition goals for identified post-secondary pathways.

Student Profile

- Requires program emphasis on developing communication skills, social skills and functional academic skills necessary for employment and independent living;
- Requires instruction in daily living skills and employment readiness skills with a higher level of structure, monitoring and planning responsive to their profile;
- The student is working toward an Ontario Secondary School Certificate of Accomplishment or an Ontario Secondary School Certificate (OSSC).

Admission Criteria

A student who:

- Demonstrates functional communication, literacy, numeracy and money sense skills;
- Is a motivated learner with consistent attendance and work ethic who demonstrates independence, flexibility skills and the ability to follow two-step instructions;
- Has developed self-regulation and frustration coping skills sufficient to tolerate a dynamic work environment.

Partial Integration Placement

Partial integration placement is an option for all students with intellectual disabilities after entering grade 9.

The following skills would benefit the student who is considering partial integration:

- Functional numeracy and literacy
- Ability to navigate the school environment
- Demonstrate self-regulation, self-advocacy and flexibility skills
- Ability to accept support related to course work

Process for Partial Integration

- The school team will convene a PDT with the Learning Coordinator – Special Education;
- Discuss course options based on students' strengths, interests and availability confirming a commitment for a minimum of one credit course per semester;
- Document recommendation for change of placement in PDT minutes. An IPRC must follow to change placement.

Please see the January 29, 2020 LSS memo titled *Special Education Program with Partial Integration Placement and Registration Process*.

Work Experience Program Timelines

Grade 9	Different sectors tried (larger class experiences), curriculum, and transitions
Grade 10	Job tasting (differentiated), curriculum, and transitions
Grade 11	Pre-work experience, job fair, tour of sites, curriculum, and transitions
Grade 12	Work Experience (flexible), curriculum, and transitions
Year 5	Work Experience to secure part time employment, volunteering plan, and transitions

Global Competencies

Board Initiatives are for all students. Students in DE programs can benefit from developing global competency skills.



- Critical Thinking and Problem Solving



- Innovation, Creativity and Entrepreneurship



- Learning to Learn; Self-Aware and Self-Directed



- Collaboration



- Communication



- Global Citizenship

Transition Planning

Individualized transition plans that reflect a student's strengths and needs provide the foundation for successful transitional experiences that support the building of student resiliency. Developmental Education Programs support transition planning in accordance with the Policy/Program Memorandum 156: Supporting Transitions for Students with Special Education Needs and Policy/Program Memorandum 140: Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD).

- All transition plans must be developed in consultation with the parent(s)/guardian(s), the student, the postsecondary destination (where appropriate), and relevant community agencies and/or partners, as necessary.
- Every transition plan will identify specific transition goals, support needs, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each of the identified actions.

Effective Academic Programming

- Create an individual profile of strengths and needs based on information from relevant documentation (e.g., psychological assessments, educational assessments, etc.);
- Understand students' cognitive and/or (as applicable) language, physical, adaptive capabilities and work in consultation with the school's Program Development Team for clarification when necessary;
- Be aware of the characteristics of students with more than one exceptionality (e.g., ASD, Physical, Behaviour) and modify and accommodate for them appropriately;
- Use student-driven programming, taking into consideration each student's different interests, learning profile, and level of academic functioning;
- Assess for learning in order to determine a baseline or starting point for programming for each student;
- Clearly indicate developmentally appropriate expectations from the Functional Independence Skills Handbook (FISH) Resource and/or accommodate and modify learning goals, curriculum expectations and assessment methods to support student achievement;
- Accommodate and modify the program to suit the varying needs of each student;
- Ensure programs support the expectations outlined in the students' IEPs;
- Develop knowledge of and use assistive technology and specialized equipment (e.g., iPad, Augmentative Communication Device);
- Use high interest/low vocabulary, as well as age-appropriate materials;
- Develop appropriate and reasonably challenging programming, focusing on specific personalized goals and expectations as detailed in the Transition Plan;
- Develop individualized short and long term goals with incentives to motivate and encourage students;
- Literacy and numeracy instruction must help students to identify relationships between concepts and everyday situations and make connections to activities of daily living;

Effective Alternative Programming

- Work in consultation with the multi-disciplinary team, including parents, the educational assistants, outside agencies, and community resources to develop appropriate alternative programming;
- Incorporate life skills, adaptive functioning, communication skills, augmentative communication skills, self-care, motor skills, leisure-time skills, vocational skills, and community living skills into the program to help prepare students for the future as applicable;
- Provide explicit teaching of social skills with a focus on (as applicable) social boundaries, reading social cues, self-esteem building, positive relationships, goal setting, making choices, gaining control, controlling impulses, reducing aggression towards self and others, etc.;

- Provide direct instruction for personal safety (e.g., email, social media, personal care, health and sexuality) and teach self-advocacy skills to foster independence;
- Incorporate a transition plan, starting in grade 9, in collaboration with the student and family to support the student transitioning into the community. In addition, transition planning is necessary to support movement between programs;
- Apply task analysis to alternative programming expectations (e.g., how to wait safely at a bus stop before learning how to take the bus);
- Prioritize alternative programming expectations (e.g., make self-regulation a priority);
- Teach and reinforce strategies for organizational skills;
- implement specific strategies to help students organize materials and to develop time management skills;
- Foster communication skill development focusing on body language, visual and verbal cues, social language, role modeling, etc.

Effective Teaching Strategies

- Use a variety of visual supports including visual prompts, task strips, checklists, visual schedules and mini-schedules;
- Use materials which incorporate student interests where possible;
- Utilize independent work systems to maintain mastered tasks;
- Allow students to demonstrate their knowledge in a variety of ways (e.g., oral, augmentative communication systems, gestures, pointing, computer use, etc.), ensuring student voice and choice;
- Use adaptive learning tools (e.g., slant boards, etc.) as recommended;
- Provide hands on concrete use of manipulatives and multiple opportunities for reteaching;
- Be aware of when to use different delivery methods, being flexible when necessary (e.g., small group instruction, one-to-one instruction, hands on learning, experiential learning, etc.);
- Use task analysis or chaining techniques (e.g., breaking a task down into its steps to be followed for completion)
- Use ABC (Antecedent, Behaviour, Consequences) charts, graphing data, frequency counts and tally sheets for data collection when targeting behaviour concerns;
- Use modeling, and, when appropriate provide a model of a finished product;
- Maximize support and use of personnel to facilitate independence;
- Incorporate strategies to support student transitions between various activities and settings (e.g., entry to school, between activities, etc.).

Inclusion

- The goal of the program is to promote student inclusion in whole school initiatives (e.g., student led events, assemblies, school improvement plans, special events etc.) and extracurricular activities, and is individualized, as determined by student voice and interests;
- Inclusion requires the ongoing communication between the special education teacher, EAs and classroom teachers and the sharing of the student profile, including strengths and needs, to ensure success;
- Students will require different levels of support for successful inclusion;
- Support peer awareness activities to teach all students how to support one another with empathy and respect;
- Support peer learning activities that promote authentic inclusion and the development of genuine friendships (e.g., Best Buddies);
- Provide opportunities to support involvement of same aged peers in school life skills initiatives (e.g., coffee cart initiative-consider involvement of business students, family studies students).

Assessment and Evaluation

- The Alternate Report Card is used to report on student achievement and to outline next steps;
- Ensure that assessment and evaluation practices are linked to those outlined on the IEP;
- Develop and use evaluation tools which measure student growth (e.g., ongoing anecdotal checklists; checklists to target specific skills; use rubrics; use student portfolios; one to one teacher conferences);
- Use diagnostic and formative assessment tools to inform program development;
- Allow students to demonstrate learning in a variety of ways (e.g., oral, product, demonstration, drawings, maps, collages, dioramas, poster charts, videos, etc.);
- Provide achievable, measurable and appropriately challenging expectations;
- Provide assessment using methods suitable to the needs of the student (e.g., allow for oral tests, portfolios, work samples, scribe, use of pictures, use of computers for written responses, reword questions, iPad, etc.);
- Provide appropriate accommodations for assessment as outlined in the IEP.

“Every Student is unique and each must have opportunities to achieve success according to his or her own interests, abilities and goals.”

- Growing Success: Assessment, Evaluation and Reporting in Ontario Schools

Classroom Management

- Be aware of students' diagnosis, cognitive abilities, social/ emotional/cultural backgrounds and behavioural needs;
- Provide and reinforce a clear, structured program with predictable routines using individually tailored behavioural incentive programs as required based on the student's profile;
- Collect baseline and ABC data when targeting a behaviour and developing an Individual Behaviour Plan;
- Provide constant reinforcement using a 4:1 positive to negative ratio and pair reinforcement with praise;
- Create an environment that fosters intrinsic motivation by providing opportunities for success through appropriate individual programming;
- Teach self-regulatory skills (e.g., recognizing triggers, calming strategies) and self-advocacy skills (e.g., asking for help appropriately);
- Be aware of the Management of Aggressive Behaviour Policy and the need for staff to be trained in and use BMS techniques;
- Build bridges between home and school (e.g., daily communication, meeting to discuss IEP goals, transition planning, etc.);
- Provide behaviour management information to van/bus drivers and communicate regularly with them to ensure follow up;
- Use a nonreactive, supportive and calm approach when dealing with anger and aggression;
- Work with the Program Development Team to develop programs and to access outside agencies when necessary;
- Ensure consistency in program implementation among the classroom team and additional staff supporting the program.

Physical Layout of the Classroom

- Ensure the classroom is inviting, well organized and provides a safe environment;
- Provide or post emergency and safety information for supply and special subject teachers, (e.g., medical information, allergies, Behavior Management/Safety Plans);
- Post daily visual schedules (e.g., subjects, integration, field trips, special events, life skills);
- Create clearly defined, labelled activity areas (e.g., individual work spaces, group work areas, conferencing area, computer area, leisure reading/games area, break area/calming corner);
- Provide appropriately labelled, organized, and accessible learning materials, including manipulatives;
- Provide strategic seating for students based on their specific academic/behavioural needs;
- Provide access to computers and other assistive technology;
- Provide a calming area within the classroom for reflection and calming strategies to be used;
- Ensure the classroom is accessible for all students;
- Ensure that each classroom is supplied with a means of communication to contact the Emergency Response Team (e.g., portable two-way radio).



“All student’s will be inspired to reach their full potential, with access to rich learning experiences.”

- Achieving Excellence: Our Renewed Vision
For Education in Ontario

System Support

Special Education Learning Coordinators and Teachers on Special Assignment

The Special Education Learning Coordinators provide professional development to staff throughout TVDSB and support to school teams. Special Education – Teachers on Special Assignment (TOSA) provide support to Developmental Education Teachers on a referral basis and offer in-service to teachers and support staff on an individual or small group basis.

Speech and Language Pathology

As part of the spectrum of services offered by Thames Valley District School Board, Speech and Language Services staff support students in secondary developmental education classes using an education model of service delivery, and variety of intervention methods. Upon referral, Speech and Language Services staff can provide intervention and strategies to support students with complex communication needs.

Psychological Services

Psychological Services staff provide ongoing consultation to teacher, learning coordinators, principals, and parents regarding referred students. In the consultation process, parents and educational personnel may receive assistance in the interpretation of psychological assessment results and implications for classroom programming. Psychological services staff also support problem solving, decision making and program development for students with learning, social-emotional, behavioural, and intellectual needs. Individual psychological assessments may be completed upon the recommendation of the Program Development Team in consultation with Psychological Services staff.

School Counselling and Social Work Services

School Support Counsellors, FNMI Counsellors and Social Workers provide short-term individual, family and group counselling to help students who are experiencing social-emotional and mental health barriers to learning. Supports are provided for issues such as mental health concerns, emotions management, coping skills, peer problems, conflict resolution, social skills, life skills, self-esteem and family concerns. Intervention approaches are strength-based, focused on building resiliency and connecting to community resources. School Counselling and Social Work Services can be accessed upon referral by the school team, parent/guardian or student (over the age of 16).

Acronyms Related to Special Education:

ABA: Applied Behaviour Analysis
ADHD: Attention Deficit Hyperactivity Disorder
ASD: Autism Spectrum Disorder
BCBA: Board Certified Behaviour Analyst
BMS: Behaviour Management Systems
DD: Developmental Disability
D/HH: Deaf and Hard of Hearing
EA: Educational Assistant
FBA: Functional Behaviour Analysis
IBP: Individual Behaviour Plan
IEP: Individual Education Plan
IPRC: Identification, Placement and Review Committee

LD: Learning Disability
LHIN: Local Health Integration Network
LST: Learning Support Teacher
MID: Mild Intellectual Disability
OT: Occupational Therapist
PDT: Program Development Team
PT: Physiotherapist
SIP: Special Incidence Portion
SLP: Speech and Language Pathologist
SEA: Special Equipment Amount
SEAC: Special Education Advisory Committee