

# Worthington Schools Special Education Overview



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## Special Education Identified Population PK-12 District Served

2021 - 1,685 Students out of 10,752 (15.7%)

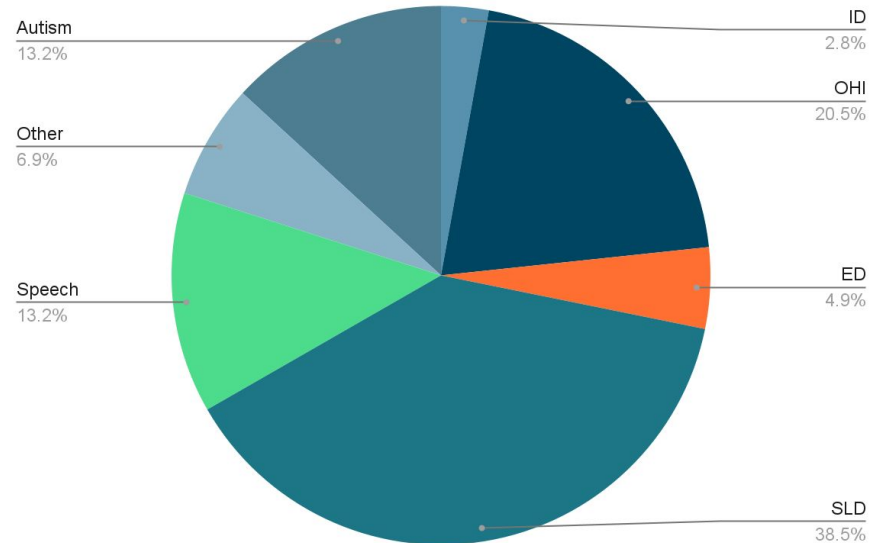
2020 - 1,644 Students out of 10,953 (15.0%)

2019 - 1,581 Students out of 10,670 (14.8%)

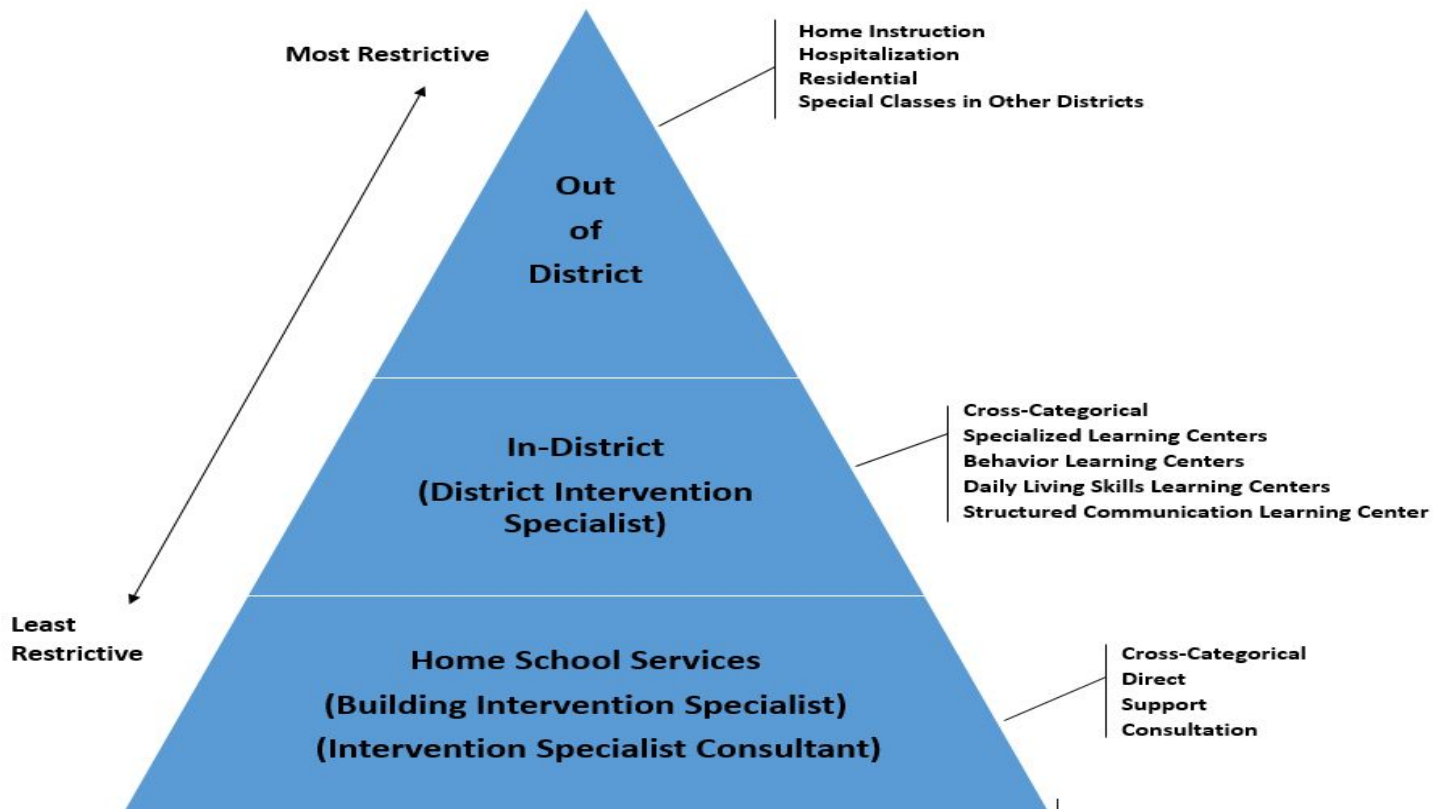
### 2021 Students Identified As:

Specific Learning Disability	649 Students
Other Health Impairments	345 Students
Speech	223 Students
Autism	222 Students
All Others	116 Students
Emotional Disturbance	82 Students
Intellectual Disability	48 Students

Percentages In District



# Least Restrictive Environment Continuum



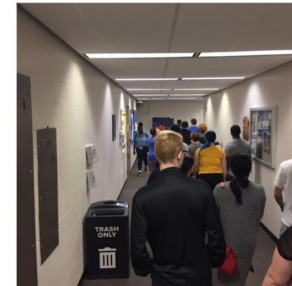
# Transition Programming



Transition services are coordinated by IEP team members to assist families and students in the transition from high school to adulthood. Comprehensive plans based on students' preferences, interests, needs and strengths are developed to help move students toward successful future outcomes in competitive and integrated employment, education, and independent living. Through the transition planning process, families and students are introduced to resources that may be important as students move from school to post school activities.

*Transition services may include:*

- Transition Courses
- Instruction in Employability/soft skills
- Career & Technical Education through Delaware Area Career Center
- Consultative services for future planning
- Exploration of Postsecondary options
- Agency referral assistance





# Support/Related Services



\*Speech Language Pathologist - 13 Speech Pathologists

\*Occupational Therapy - 9 Therapists

\*Physical Therapy - 1.5 Therapists

\*Adapted Physical Education - 1.0 Teacher

\*School Psychologist - 13 Psychs

\*Intervention Specialist - 113

\*Paraprofessionals - 72



## District Services and Programs



**\*General Intervention Specialist** - Intervention Specialist (IS) - certified, special education teacher who provides special education services, either direct or support, based upon the student's IEP in the student's attendance area school.

**\*DLSLC** - Daily Living Skills Learning Center - special education, cross-categorical learning center which focuses on instruction from the general curriculum and/or extended standards for those students identified with moderate/intensive educational and functional life skills needs that are necessary for independent living.

**\*SCLC** - Structured Communication Learning Center - special education learning center which is primarily for students with an autism identification; focuses on instruction from the general curriculum for students with severe communication, social skills and behavior needs.

**\*BLC** - Behavior Learning Center - Special education cross-categorical learning center which focuses on instruction from the general curriculum and behavior intervention for those students with severe behavioral needs who require a more restrictive environment in order to make progress on the goals and objectives of the Individualized Education Program.

**\*SLC** - Specialized Learning Center - Special education cross-categorical learning center which focuses on instruction from the general curriculum and/or extended standards for students with moderate needs in the areas of cognitive ability, communication, adaptive behavior or functioning skills.



## District Program Feeder Patterns



### Daily Living Skills Learning Center Program - Cross-categorical - 60 month age span

K-5 Brookside Elem (3 classes)

MS McCord (1 class)

HS WKHS (2 classes)

### Specialized Learning Center - Cross Categorical - 60 month age span

K-5 Liberty (2 classes)

K-5 Wo Park (2 classes)

MS WWY

HS WKHS and TWHS

### Behavior Learning Center - Cross Categorical - 48 month age span

K-2 Granby

3-5 Wilson Hill

MS KMS and PMS

HS WKHS and TWHS

### Structured Communication Learning Center - Autism identification to access - 60 month age span

K-5 Bluffsview (2 classes)

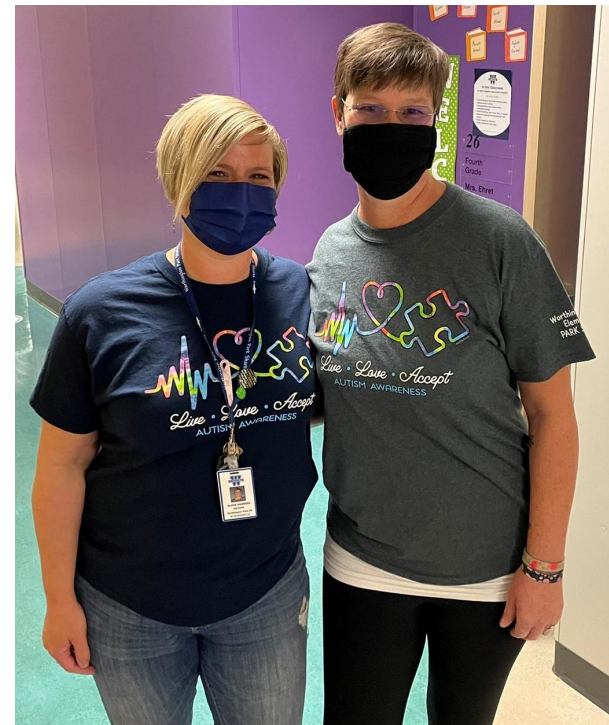
K-5 Slate ( 2 classes)

K-3 Wilson Hill

K-5 Wo Hills (2 classes)

MS KMS (3 classes)

HS TWHS (2 classes)



## Sutter Park Preschool and Worthington's Early Childhood Program



Worthington City Schools provides a preschool and early learning program for students who are residents of Worthington. Our program provides high quality instruction from licensed Intervention Specialists and Support Staff. We value early, inclusive intervention that supports all areas Of children's growth and development.



- Intervention Specialists
- Classroom Paraprofessionals
- Speech Language Pathologists
- Occupational Therapists
- Gross Motor Team (Physical Therapist and Adaptive P.E)
- School Psychologists
- School Nurse
- Mental Health Specialist

## Sutter Park Preschool and Worthington's Early Childhood Program



- Services provided to identified students between the ages of three-six
- Students have a range of needs, from Speech Language Delays, Major Health Impairments, Autism, Other Health Impairments, Hearing Impairments, and Multiple Disabilities.
- **Center-Based Services:**
  - 13 Inclusion Classes
    - Each class has an AM and a PM session; children attend according to their age
    - Each class contains half students on an IEP and half peer role models
  - 1 Cross-Categorical Class
    - AM and PM session; children attend according to their age
    - Contains less peer role models
    - Provides more behavioral, sensory and communication support
  - 2 Foundations Classes
    - Each class has an AM and PM session
    - Contains only students on IEPs
    - Provides intensive behavioral, sensory and communication interventions; focused on foundational skills
- **Itinerant Services**
  - 1.5 Teachers provide services to students on IEPs in the home, community daycares/preschools, or at Sutter Park one time a week





- Each classroom has 1 Intervention Specialist and 1 paraprofessional.
- **Communication** is the biggest challenge for the majority of our students. Communication, or lack thereof, can impact other areas of development.
- Our teachers and therapists use a variety of instructional methods and communication tools and devices to support the development of language. This includes pictures, switches, communication boards, communication apps on an ipad, and adult and peer modeling.
- **Behavior** is also another challenge for our students. Many have behavioral challenges due to communication. We provide a variety of strategies and supports; including calming materials, swings, sensory stations, sensory rooms, use of pictures, transition objects, clear expectations using simple language, and access to a district mental health specialist.

## Sutter Park Preschool and Worthington's Early Childhood Program

### Lots of Collaboration!!

- Work with Help Me Grow to transition students from Early Intervention to school-based services
- Work with community daycares and preschools to identify at-risk students and make recommendations as deemed necessary
- Work with parents to identify their child's needs and make recommendations. Provide in-home and community strategies, resources and support
  - Determine if evaluation for special education services is appropriate
- Work with school-age staff to support students transitioning to Kindergarten

### Let's Play!

- Standards and curriculum are incorporated through play; students learn best by having fun!
  - Play builds foundational conversation, social and emotional skills; as well as building vocabulary, language, and pre-academic skills.
- Curriculum and assessments are aligned to Ohio's Early Learning and Development Standards
- Use Foundations and Heggerty to support early literacy skills, as well as build scaffolding for Kindergarten instruction
- Use Zones of Regulation to support students' social-emotional development







BUILDING  
INTERVENTION  
SPECIALIST



# WHAT ARE THE MAJOR RESPONSIBILITIES OF A BUILDING INTERVENTION SPECIALIST?

- **Design an Individual Education Plan (IEP) on the identified needs of a student. This comes from specific recommendations from the ETR based on patterns of strengths and weaknesses from the learner profile.**
- **Collect data for each individual goal for a student's IEP.**
- **Collaborate with families, teachers, and related service staff (occupational therapist, physical therapist, speech therapist, mental health specialist, and teacher of visual/hearing impairments) to make sure students are receiving an appropriate education.**

# MAJOR RESPONSIBILITIES OF BUILDING I.S CONTINUED.....

- **Monitor behavior and work skills ( executive functioning)**
- **Maintain and analyze each students data to track student growth.**
- **Complete Progress Reports each grading period to share with parents/guardians about students progress on IEP goals.**
- **Design and deliver lessons geared for students individual needs.**

# WHERE DOES INSTRUCTION TAKE PLACE?

- **Continuum of services model .**
- **Goal for students to be in the least restrictive environment .**
  - **Services can be in learning center in a small group.**
  - **Services can be within an inclusion classroom(General Education teacher and Intervention Specialist )**
  - **Services can be a direct Class where intervention specialist would give grade.(Math and Reading)**

# DELIVERY METHODS OF INSTRUCTION

- **Instructional methods: scaffolding, role play, guided practice, corrective feedback, multi-sensory approach, structured language approach, prompting, expansion, shaping & feedback...**
- **Reading Skills: phonological awareness, phonemic awareness, phonics, analysis of structure of words, contextual analysis, inferencing, summarizing, sequencing.**
- **Math Skills: Computation, Reasoning, Application**
- **Behavior, Executive Functioning, Social Skills**



# What is the DLSLC?



- Students in this class have multiple areas of delay, which can include an intellectual disability as well as a deficit in adaptive skills (employability skills, emotional/behavioral concerns, self care, communication)
- Students access curriculum through Ohio's Learning Standards - Extended
- Direct instruction in a small group setting with significant modifications
- Focus on both academic skills and Daily Living Skills

# Types of Services

Because students often have multiple diagnoses with varying needs, additional services are provided throughout the school day.

- Speech Therapy
- Physical Therapy
- Occupational Therapy
- Adapted Physical Education
- Nursing Services
- Counseling Services
- Orientation and Mobility Services



# Where Does Instruction Take Place?

- DLSLC separate class
- Inclusion with or without an assistant
- Outside of the typical classroom
  - Internship/Enclave
  - Community

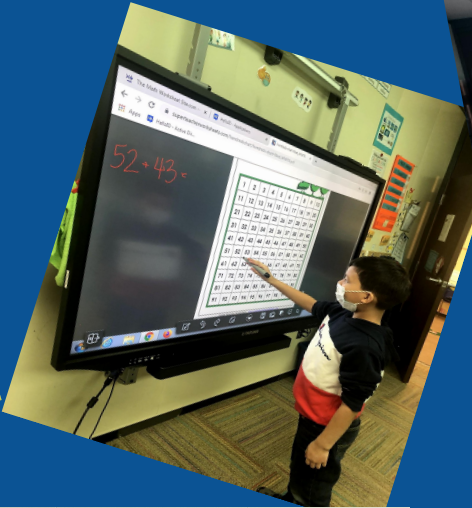




- Our ultimate goals are for students to become as independent as possible and active/contributing members of their community after graduating from high school
- These students will receive services and support after high school through waiver programs (FCBDD, Medicaid, SSI)



# Structured Communication Learning Center (SCLC)

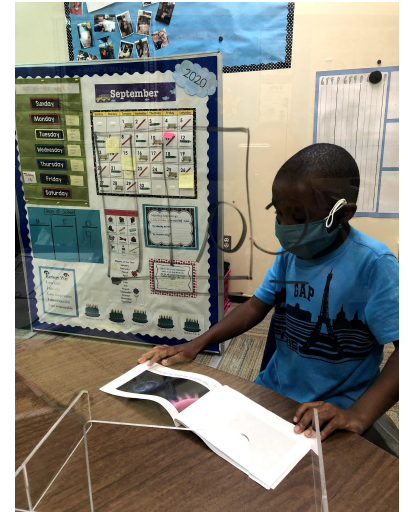


# Structured Communication Learning Center (SCLC)



## What is the SCLC?

- This is the only disability-specific SpEd program in our district.
- Students **must** have an educational eligibility of Autism for placement. They may have other disabilities too, but the team determines that Autism is the primary disability.
- Autism is called a spectrum disorder because symptoms and deficits range widely on a spectrum, so our services must vary widely as well.



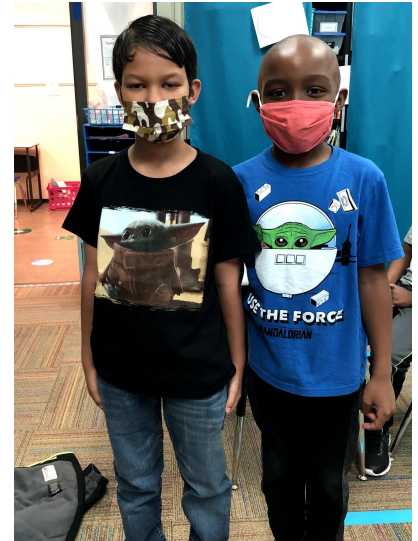


# Structured Communication Learning Center (SCLC)



## Where do the SCLC students learn?

- We now have a K- 5 continuum (2 programs) at Slate Hill, Bluffsvew, and Worthington Hills. We also have programs at KMS & TWHS.
- Students **may also** receive Speech, Occupational Therapy, Adapted Physical Education, Physical Therapy, Behavior Support, Mental Health Services
- We can provide support in recess/ lunch/ related arts and in the learning center or the general education classroom.



# Structured Communication Learning Center (SCLC)



## What does an SCLC look like?

- The student's communication and social skills or behavior is the cause of their inability to access the curriculum.
- We work closely with SLPs (Speech Language Pathologists) using a variety of strategies to increase our student's communication skills.
- We have a maximum of 6 students with 1 Intervention Specialist & at least 1 assistant.



# Structured Communication Learning Center (SCLC)



## What do the kids learn in an SCLC?

### **COMMUNICATION**

Greeting others

Having  
conversations

Sharing feelings  
and emotions

How to get their  
needs met

### **SOCIAL SKILLS**

Sharing &  
Taking turns

Being a friend/  
being kind

Following  
directions

Social cues

### **ACADEMIC SKILLS**

Reading

Writing

Math

Science

Social Studies

### **EMOTIONAL SKILLS**

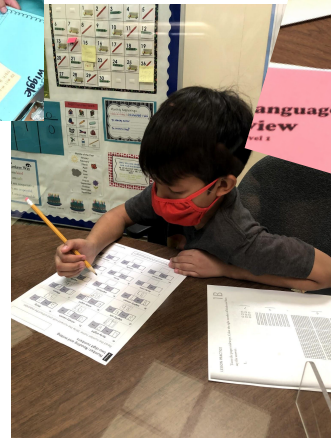
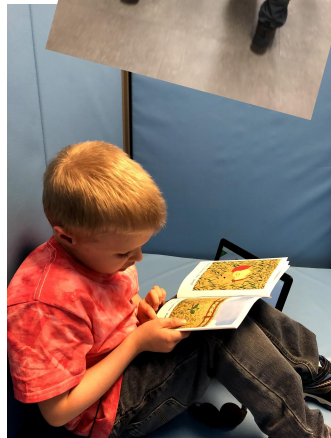
Managing  
frustrations

Being safe with  
their bodies

School language  
and behavior

Recognizing their  
emotions

# Structured Communication Learning Center (SCLC)



# Specialized Learning Center

SLC



Worthington City Schools



# What is the SLC?

- This is a cross-categorical program that serves students who require more support than a general intervention specialist
- Students have a range of academic and executive functioning needs, as well as mild deficits in adaptive skills (employability skills, communication, emotional/behavioral concerns)
- Students access curriculum via Ohio's Learning Standards, as well as the Ohio Learning Standards - Extended, with varying levels of modifications
- Direct instruction in a small group setting
- Focus on academic skills



# Where does instruction take place?

- Small group, direct instruction class within the SLC for core academic content areas (English Language Arts, Reading, Math)
- Inclusion setting with or without an assistant



# Types of Services

Due to students having a variety of educational and functional needs, additional services are provided throughout the school day:

- **Multisensory Decoding & Encoding Services**
- **Speech Therapy**
- **Occupational Therapy**
- **Physical Therapy**
- **Adapted Physical Education**
- **Counseling Services**



# Goals

- **Increase self-advocacy and self-determination skills**
- **Help students become as independent as possible in order to be successful and contributing members of their community beyond high school**
- **Students may receive additional support and services beyond high school via FCBDD, Medicaid, or SSI**

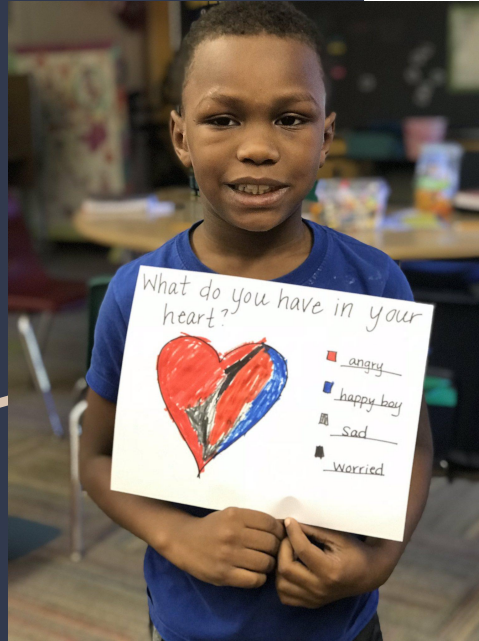


# Behavior Learning Center

Worthington City Schools

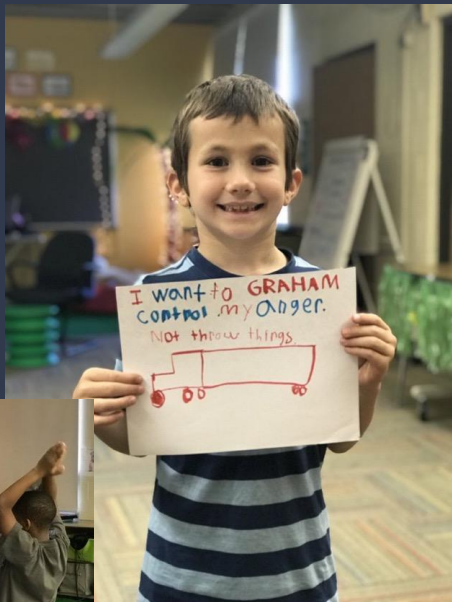
Celebrating differences in learners through the teaching of  
positive social and academic behaviors

# What is the BLC?



- Cross-categorical educational placement that supports students who have both behavioral and educational needs.
  - No required disability category or diagnosis (Common diagnoses are Oppositional Defiant Disorder, Anxiety, ADHD, Mood Disorder)
  - Students have significant behavioral and/or mental health needs that cannot be met through general IS services
  - Not a self-contained program- direct and supported instruction is done in small groups with ultimate goal of inclusion

# Types of Services

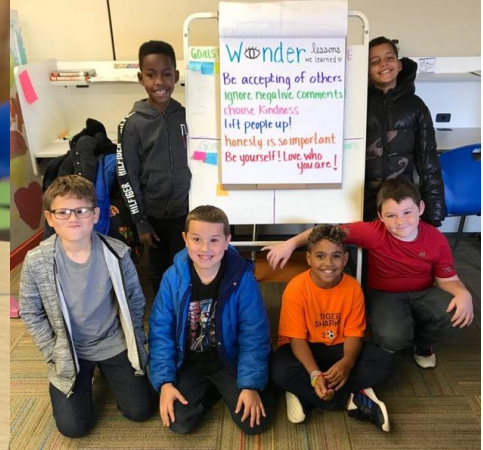
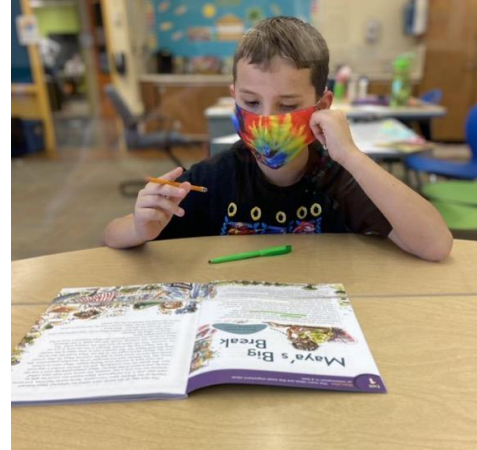
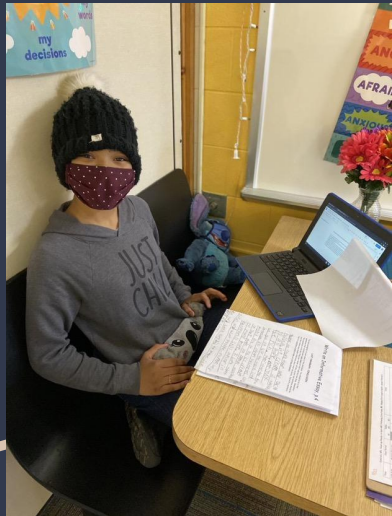


- Social/academic skill development
- Flexible access to Intervention Specialist and//or alternate quiet work environment
- Crisis intervention
- More frequent data collection/monitoring of behavior
- Mental health specialist
- Access to sensory room
- Behavior plans
- Intermittent support in general education setting
- Higher level of communication among IEP team members, students, families, etc.



# Where Does Instruction Take Place?

- Behavior Learning Center classroom
- Inclusion with or without paraprofessional support
- Community job placements (at the high school level)

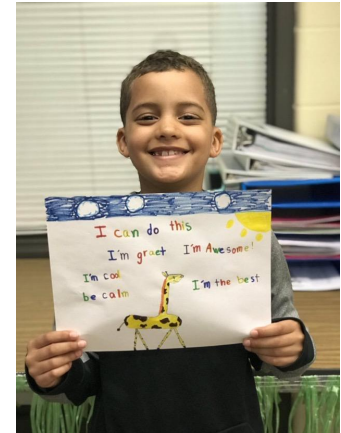
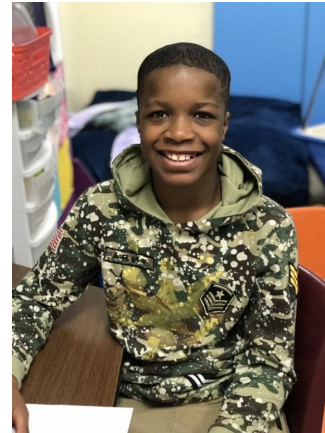




# Where are BLC Classrooms Located?



- Granby Elementary (k-2)
- Wilson Hill Elementary (3-5)
- Kilbourne Middle School (6-8)
- Perry Middle School (6-8)
- Thomas Worthington High School (9-12)
- Worthington Kilbourne High School (9-12)



THANK YOU!

