

Supported Learning Center (SLC-D) Peirce Elementary School

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Agenda

- Program development
- Program design
- Student profile
- Instructional methodology
- Space and resources

History of program development



- Began collaborating as a department with Dr. Melissa Orkin, Tufts Center for Reading and Language Research/Crafting Minds, in 2017
- Established Goal to Appropriately Differentiate Specialized Instruction for Students with IEPs for Reading
 - Ensure that assessment battery measures the component skills.
 - Support educators' ability to interpret student performance and plan instruction.
 - Communicate about decision-making process to families.

History of program development



OUR COLLABORATION DR. ORKIN INCLUDED:

- District-Wide Needs Assessment
- Diversifying the evaluation battery
- Introducing interpretation framework
- Practicing with case studies and application to APS students
- Ensuring that IEP goals, objectives and instructional approach match students' individual needs.
- Investing in resources that support delivery including libraries of decodable texts
- Professional development in specialized reading programs
- Identifying progress monitoring tools.
- Planning for progress monitoring meetings (every 6-8 wks)

OUR COLLABORATION TOOK THE FORM OF:

Nearly Monthly PD workshops for SY 2017-18, 2018-19, 2019-20, 2020-21

School-based Consultations began in 2018-19 and continued in 2019 - 2020

Individual case consultation

The SLC-D serves students identified with specific learning disabilities in reading and/or writing and/or language impairments that significantly impact students' ability to access the general ed curriculum due to severe language-based learning deficits.

Approach

The program team works to identify and explicitly teach the underlying linguistic skills critical to reading and writing with multi-sensory, sequential, structured methodologies targeting student deficits in key foundational areas such as:

- accuracy (phonemic awareness & phonics)
- retrieval (naming speed and efficiency)
- oral language comprehension.

Additional individualized specialized language-based instruction is built-in across other academic content areas as the goal is to continue to develop literacy skills and strategies, while providing supported access to grade level curriculum.

Student profile

This program is mainly for students with average or above-average cognitive skills with a learning disability/ies, and language-based deficits so severe that they cannot access grade level curriculum and make progress towards their IEP goals with more inclusive special education supports. Teams consider:

1. whether the student has made progress towards IEP goals with less restrictive interventions;
2. whether the student has accessed the general education curriculum with less intensive interventions;
3. whether the student is likely to be able to access the general education curriculum with less restrictive interventions; and,
4. whether the student is likely to be able to make progress towards IEP goals without less restrictive interventions.

Student profile

Cognitive:

- Average to superior cognitive abilities
- Difficulty with organizing Language-Specifically Verbal Tasks
- May include memory deficits (working memory, retrieval)
- May include low processing speed
- May include auditory discrimination/speech perception deficits
- May include a history of phonological processing disorder

Language:

- May include receptive language higher than expressive
- May include listening comprehension to be average or above average

Academics:

- Developmental lag in phonemic awareness
- Difficulty decoding words
- Difficulty mastering and/or efficiently retrieving sight words
- Poor reading fluency (automaticity, accuracy)
- Comprehension challenges due to inaccurate/inefficient decoding

Student profile

Academics (cont'd):

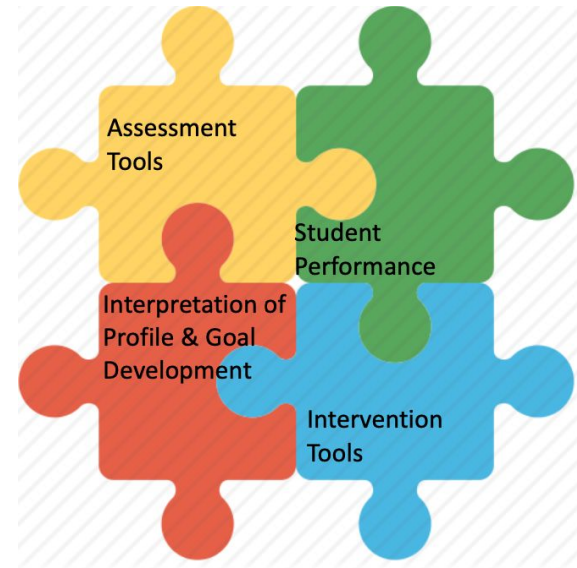
Persistent spelling deficits

Challenges with applied syntax and written composition (ie., structure and organization)

May present with sequencing challenges

May have difficulty memorizing and efficiently using math facts and applying sequences in applying multi step word problems

May experience vocabulary deficits





Methodology

Multi-sensory - instruction uses the visual, auditory, and kinesthetic pathways in the brain simultaneously

Explicit - teachers directly explain and demonstrate each concept, rather than relying on incidental exposure

Sequential and Cumulative - Skills are sequenced in small hierarchical steps. The organization of instruction follows the order of language, progressing methodically from simple to complex building off each other

Structured - Tutorials follow a predictable pattern and include drill, expressive and receptive practice with multiple modalities, introduction of new concepts using multi-sensory representations, and practice and application of new skills receptively and expressively. Classroom instruction includes supports for organization of time, materials and language.

Current staffing

Special Education Teacher (1.0 FTE)

Speech Language Pathologist (.5 FTE)

Paraprofessional (1.0 FTE)

Other related service providers as required by IEPs

General education teacher (each student assigned to a general ed homeroom/classroom)

Consultant (Dr. Orkin will provide monthly consultation to the program staff)

Space and Resources Plan

- **Classroom is located at the Peirce Elementary School**
- **Currently serves students in grades 3 and 4**
- **Growth intended for grade 5 next school year**
- **Regulations limit maximum grouping/staffing to 12:1:1**

