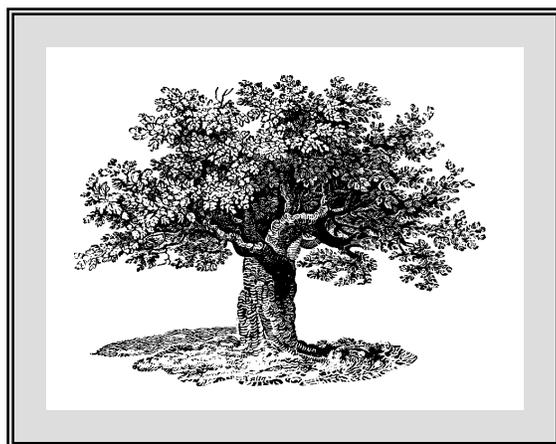


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# A Resource Directory of Educational Programs and Practices



State of Connecticut Department of Education — 2001  
Bureau of Special Education and Pupil Services

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**A Resource Directory  
of Educational Programs  
and Practices**



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## Foreword

The Connecticut State Board of Education, in its *Position Statement on the Education of Students with Disabilities (2001)*, asserted that (1) "...all students are unique and are influenced by cultural, linguistic, intellectual, psychological, medical, social and economic factors," (2) "These factors create a need for a varied educational environment that provides for, and accommodates each child's strengths and areas of needed improvement," and (3) "a unified and coordinated continuum of educational opportunities and supports, designed to address individual needs, serves and benefits all students."

It has been a long established practice—for reasons related to funding, grouping and staffing—to make distinctions between "special" and "regular" students. Such distinctions are often problematic, both in principle and in practice. Children with and without disabilities come from diverse cultural, linguistic, ethnic, social and educational backgrounds. Consequently, all children present many of the same challenges to educators. In fact, the distinction between special education and regular education students is often not supported by corresponding differences in their educational needs. All students are "special" in some respects, with unique strengths and limitations; and all students are "regular" in other respects, capable of learning and subject to the laws of human nature.

The requirement that children with disabilities be educated as much as possible with their nondisabled peers (i.e., in the least restrictive environment), when conscientiously implemented, breaks down counterproductive barriers and promotes a unified system of collaboration among special and general educators and related service providers. A major outcome of this collegial approach is the recognition that programs and strategies that benefit children with disabilities are useful for addressing the diversity and uniqueness of all students, and vice versa. Providing innovative and effective educational programs for all students, including those with disabilities, is at the core of the State Board of Education's position statement.

The State Department of Education is pleased to offer this resource directory as a means of sharing information about programs and services that have been devised to prevent and remediate educational difficulties. Its purpose is to facilitate networking among school districts and to encourage dialogue among all educators about creative ways to address a multiplicity of student needs. Its Internet accessibility, as explained in the introduction, makes use of technology to bring people together and advance professional practices. Its content expands the range of options districts can use to break down outmoded traditions of serving children according to artificial classification systems.

George A. Coleman, Associate Commissioner  
Division of Educational Programs and Services

# Introduction

This *Resource Directory* is a revision of the original *Resource Directory of Educational Programs and Practices* published in 2000. This directory has been updated to encompass program modifications and eliminate programs that are no longer in operation.

Four major goals are summarized in the *Connecticut Agenda for Improving Education Services to All Students, Particularly Students Eligible for Special Education and Related Services* (Connecticut State Board of Education, February 1998). These goals also form the core of the *Report on Special Education and Pupil Services* (Connecticut State Department of Education, February 1998) and the *Position Statement on Educating Students with Disabilities* (Connecticut State Board of Education, 2001).

## Four Major Goals

### (1) Unified System

General and special education must be reunited into a unified system of educational programs and supports that provide a range of opportunities and experiences based on each student's unique learning style, needs and interests.

### (2) Alternatives to Identification

Early intervention and pre-referral strategies are critical elements that must be employed to identify and remediate, at their onset, learning difficulties that result from lack of instruction, language difficulty, and/or inadequate preschool experiences.

### (3) Uniform Standards and Quality Programming

All students who require special education and related services must be properly evaluated, identified and placed in programs that will enable them to demonstrate mastery of the goals outlined in the Common Core of Learning and taught as part of the general curriculum.

### (4) Support Mechanisms

Students who are not eligible for special education and related services but who are having difficulty mastering developmentally appropriate curriculum goals must be provided with accommodations, supports and alternatives to instruction in the traditional manner.

This directory was compiled to promote the *Connecticut Agenda* and *Connecticut's Comprehensive Plan for Education 2001-2005* by encouraging networking among school district personnel—providing them with the necessary information to communicate with colleagues and benefit from their innovations and efforts. A second purpose, while incidental, is also important: to recognize the inspired efforts of educators who are developing new programs and services and extending their resources in creative ways.

## Background

In early 1999, the State Department of Education sent a request to Connecticut school districts to submit information about exemplary programs that promote “implementation of teaching and learning options that foster high expectations and challenging curriculum for all students.” The response exceeded all expectations. Over 100 submissions were received from a total of 48 school districts.

## Data Collection Procedures

The content of the initial mailing, including the form used to obtain information about school district programs, is shown in Appendix A. The topic areas were reorganized to create coherent groupings from the submissions received. Otherwise, all information has been retained, although reformatted for easy use and edited for consistency and clarity.

School districts were given the following criteria for including their programs:

- The program has been implemented for at least one school year.
- The program can be replicated.
- Improved student performance can be clearly demonstrated.
- The description of the program is comprehensive and clear.
- The program exemplifies best practices in meeting students’ needs.

The other requirement was that school district personnel agreed to make information about their program available to other districts (e.g., responding to phone inquiries and accepting requests to visit the program).

Please note that the State Department of Education has neither verified the accuracy of information provided by the school district, nor evaluated programs to ensure that they meet particular standards or produce intended outcomes. Those making inquiries are advised to subject programs to their own critical analysis.

## Directory Content

The programs are organized into 13 topic areas, as listed in the table of contents. Within topic areas, programs are arranged by grade level from lowest (preschool) to highest (grade 12). Grade “12+” is used to indicate that the upper end of the grade range includes students ages 18 through 21 receiving special education and related services.

Some programs could be assigned to more than one topic area. While each program is listed under a single topic area, information about other potential listings was maintained in the database. This is summarized in Appendix B, which includes multiple listing of programs so that all programs associated with a given topic area can be located. The “Disability” data field presented complications. Other than the special education disabilities established by law, there was no consistency to the disability categories specified on the completed survey forms. To further complicate matters, many programs serve both regular and special education students, and others accommodate the full array of special education classifications.

Therefore, the Disability field was reserved for programs that primarily or solely serve special education students, and only the formal special education categories were used as options. Abbreviations used in the Disability field are as follows:

LD	learning disability
MR	mental retardation
SED	serious emotional disturbance
N/A	not applicable

Appendix C lists those programs that serve students with disabilities, organized by disability category. Note that the term Intellectual Disability is used in conjunction with MR, in keeping with the terminology introduced in the *Draft Guidelines for Identification of Students with Intellectual Disability/Mental Retardation*.

In the Outcomes data field, program outcomes are stated as though results are obtained, regardless of whether or not the program formally evaluated its objectives. This was done to maintain grammatical consistency, while sidestepping the task of validating program outcomes (which is far beyond the scope of this project).

## Revisions

This document will be available through the Internet, at the State Department of Education web site ([www.state.ct.us/sde](http://www.state.ct.us/sde)). School district personnel were contacted to verify and update program information. It is not anticipated that this revision will be reprinted. Copies will be available to those who do not have Internet access. Please call 860-807-2038 for copies.

Corrections may be submitted at any time by submitting an edited copy of the item as it currently appears in the directory. School district personnel are encouraged to submit new entries to be added to this directory. Please refer to the cover letter in Appendix A, which lists the criteria for inclusion. TO SUBMIT NEW MATERIAL, PLEASE USE THE SURVEY FORM IN APPENDIX D.

## Final Note

“If you always do what you’ve always done, you’ll always get what you always got.”

*Author Unknown*

Or if you prefer a known author:

“Insanity is doing what you’ve always done, and expecting different results.”

*Albert Einstein*

In the field of education, we can never rest on our laurels or assume something is being done the best way possible. Only by trying new approaches and comparing the results can we improve educational practice. The mere existence of this directory is a tribute to the dedication and professionalism of Connecticut educators. The ultimate value of this directory will similarly depend upon the receptiveness of school personnel to new ideas and their willingness to try them or adapt them.

## Acknowledgments

This directory was produced by the Program Enhancement Unit of the Bureau of Special Education and Pupil Services. Consultants in the Unit—Nancy Aleman, Nancy Cappello, Brian Cunnane, Roger Frant, Karen Halliday, Carolyn Isakson, Bob Lichtenstein, John Purdy, Normal Sproul and Nancy Stark—collaborated in the planning, organization and editing of this directory.

The production team included Gil Andrada, Suzanne Bussolari, Deb Koval, Bob Lichtenstein, Barbara O'Brien and Sabrina Bolton. Sabrina Bolton spent countless hours on the revision, entering and revising data while learning the complexities of database software. Gil Andrada, on loan from the Bureau of Student Assessment and Research, provided invaluable technical assistance, contributing generously with his database wizardry and upbeat attitude. Deb Koval performed her usual wonders, assembling the many pieces of the document into a coherent whole with a readable and attractive format

Bureau Chief, George Dowaliby, is gratefully acknowledged for his leadership and support, securing resources and assistance as needed and providing guidance about the nature, purpose and use of the directory.

# 1 SYSTEMS FOR IMPLEMENTING ALTERNATIVE STRATEGIES IN REGULAR EDUCATION

<b>Program Name</b> Grade-Level, Special Education, Special Seminars	
<b>District</b>	Canton
<b>Grades Served</b>	Pre-K to 3
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	Provides regular opportunity (three times a week) for teams to come together for professional dialogue for one of the following purposes: curriculum and instruction, student concerns (initial step in the child study process), and for the good of the cause on that specific grade-level team, specials team or special education team.
<b>Years in Operation</b>	9 Years
<b>Contact Name and Address</b>	<div style="border: 1px solid black; padding: 5px;">                     Ms. Wendy Scheinberg, Principal                      Cherry Brook Primary School                      4 Barbourtown Rd.                      Canton, CT 06019                      (860) 693-7721 Ext.                 </div>
<b>Program Staff</b>	Duty free lunch/recess time for grade-level teachers and specials teachers who are willing to extend their instruction beyond the school day.
<b>Description</b>	Seminars provide opportunities for teachers, paraeducators, and support personnel to come together for professional dialogue. The seminar has become the foundation for communication between administration and staff, a basis for continued professional development and curriculum initiatives, and the initial stage for the child study process. Seminars have been the vehicle for empowering teachers to be the change agents in the school environment.
<b>Outcomes</b>	Equal education and a more enriched environment for all students since teachers are constantly sharing ideas, techniques, methods and materials.

## 1 SYSTEMS FOR IMPLEMENTING ALTERNATIVE STRATEGIES IN REGULAR EDUCATION

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**Program Name** WIST: Watertown's Intervention Strategies Teams

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**District** Watertown

**Grades Served** Pre-K to 12

**Disability - If Special Ed. Only** N/A

**Key Features**

1. Early initial referrals of students at risk for academic failure, behavioral problems, mental health problems;
2. Established teams in each school receive referrals and address them; and
3. Review and follow to determine efficacy or to refer to a PPT for consideration of special education.

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**Years in Operation** 11 Years

**Contact Name and Address**

Ms. Betsy Hackett  
 Watertown Public Schools  
 10 DeForest St.  
 Watertown, CT 06795  
 (860) 945-4808 Ext.

**Program Staff** Principal appointed nurse, pupil personnel and regular teachers, the latter on rotating service in larger schools.

**Description** Originally called "Student Assistance Team," the model was changed to better reflect a proactive rather than a reactive stance. Teams have well-developed processes for handling referrals, keeping records, trying out a range of strategies based on student's strengths, meeting again to review how the strategies are working, devise new strategies and/or refer to a PPT. Information packet, with forms, available.

These teams also deliberate on the new reading and math worksheets.

Professional development and critique are available to each school team via an outside consultant.

**Outcomes**

- (1) Better service, earlier service, as a result of intervention.
- (2) Better service in regular classroom setting with careful consideration given to reading and math needs.
- (3) Better range of service to parents/caregivers.
- (4) Fewer referrals to special education.

## 1 SYSTEMS FOR IMPLEMENTING ALTERNATIVE STRATEGIES IN REGULAR EDUCATION

<i>Program Name</i>	<b>Special Education Consult Time</b>
<b>District</b>	Canton
<b>Grades Served</b>	K to 3
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Consult time with classroom teacher, special education teacher, school counselor and occupational/physical therapist, if possible;</li> <li>2. Information sharing that is current and relevant;</li> <li>3. Teaching strategies are evaluated and modified; and</li> <li>4. Immediate feedback on student progress.</li> </ol>
<b>Years in Operation</b>	5 Years
<b>Contact Name and Address</b>	Ms. Laurie Burrill Cherry Brook Primary School 4 Barbourtown Rd. Canton, CT 06019 (860) 693-7721 Ext.
<b>Program Staff</b>	Common planning time for teacher, special education teacher and school counselor, flexible scheduling.
<b>Description</b>	The weekly meeting includes the classroom teacher, special education teacher, school counselor/psychologist, and any OT or PT personnel that work with the student. The meeting takes place during a "specials" time and lasts 30-45 minutes. During the meeting, the teachers share their observations, behaviors and academic progress of the student that week. If teaching strategies need to be modified, they can be changed and implemented immediately. The special education teacher and counselor will also contact the "specials" teachers to share relevant information. Often a home-school notebook is used to help communicate progress on a daily basis. All teachers have the opportunity to write and respond to daily observations from both home and school.
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>(1) Greater academic success.</li> <li>(2) Modifications are made weekly, as necessary, to enhance student learning and improve student behavior.</li> <li>(3) Behavior modification plans are consistent and appropriate.</li> <li>(4) Expectations for students are clear and modifications are available for all school settings (i.e., art, cafeteria, music).</li> <li>(5) There is increased student responsibility.</li> <li>(6) Student is aware of the home-school connection and the behavior expectations for all school settings.</li> </ol>

## 1 SYSTEMS FOR IMPLEMENTING ALTERNATIVE STRATEGIES IN REGULAR EDUCATION

<b>Program Name</b> PAL: Promoting Affective Learning	
<b>District</b>	Canton
<b>Grades Served</b>	K to 3
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Social skill curriculum, activity based (e.g. crafts);</li> <li>2. Group and/or individual;</li> <li>3. Self-esteem issues; and</li> <li>4. Individual behavioral issues.</li> </ol>
<b>Years in Operation</b>	6 Years
<b>Contact Name and Address</b>	Ms. Kathy Neuhaus Cherry Brook Primary School 4 Barbourtown Canton, CT 06019 (860) 693-7721 Ext.
<b>Program Staff</b>	One director to oversee at least three persons who service children.
<b>Description</b>	<p>The PAL Project focuses on the detection of school adjustment problems and the prevention of chronic school problems. Identified students will receive attention and extra support from a specially trained paraprofessional under the guidance of Kathy Neuhaus, school psychologist. Children will be identified for this project by their classroom teacher or parent. This project is linked to the weekly school-based grade-level seminars and the child study process.</p> <p>Paraprofessionals will meet with students individually once a week for 30 minutes (or in a small group). Depending on the goals for an individual child, provisions for individual or group sessions will focus on educational, conversational and play activities designed to promote social development, self esteem and adjustment to school.</p> <p>Training sessions will take place for the PAL paraprofessional at the beginning of this program and follow-up training will occur during weekly meetings. The PAL paraprofessionals and the school psychologist will provide information about student progress at weekly grade-level seminars. The PAL paraprofessionals will maintain a log of student meetings and highlight concerns and positive exchanges. The child's classroom teacher will maintain contact with the parents regarding their child's progress in the PAL Project.</p> <p>The children who participate in the PAL Project will meet one or more of the following criteria: The child is new to our school or community; the child has a social skill weakness in conflict resolution, assertiveness, or making friends; the child does not complete their homework or complete classroom work; the child has</p>

## **1 SYSTEMS FOR IMPLEMENTING ALTERNATIVE STRATEGIES IN REGULAR EDUCATION**

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**Program Name** PAL: Promoting Affective Learning

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family stress such as: an ill parent, parent is unemployed, there is an increase of arguments between the parents, a birth or death of a brother or sister, a parent in prison, the child has a serious illness, a family member has died or is dying, they have a disabled sibling, the child is unable to attend in class, the child is acting out in class, at lunch or on the playground.

Children will be identified through their classroom teacher. The teacher will try a series of modifications to assist the child and if he/she continues to have concerns the classroom teacher will raise their concerns in a grade-level child seminar meeting and contact the parent. At the grade level seminar, a request could be made that the school psychologist work with the teacher to develop specific goals for the child to be addressed through the PAL project.

The PAL project is part of an early intervention continuum of services that are available at the Cherry Brook Primary School. After going through the grade level seminar and meeting regularly with a PAL paraprofessional, the child's teacher and parent could receive additional support if concerns continue for the child. The child could be referred to a child study team, in which a case manager (a regular education or special education teacher), the child's classroom teacher and the child's parent will gather data, develop goals and implement interventions. One of the interventions may be the child's continued involvement in the PAL project. At the child study level, if more information is needed to plan the child's program a referral to special education could become necessary.

- Outcomes**
- (1) Improved peer interaction.
  - (2) Improved self-esteem.
  - (3) Appropriate problem-solving skills are learned.
  - (4) Improved behavior in the classroom and other school environments.

# 1 SYSTEMS FOR IMPLEMENTING ALTERNATIVE STRATEGIES IN REGULAR EDUCATION

<b>Program Name</b> Child Study Team - Early Intervention	
<b>District</b>	Shelton
<b>Grades Served</b>	K to 6
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. School-based child study/early intervention team;</li> <li>2. Collegial consultation/collaboration;</li> <li>3. Curriculum-based assessment;</li> <li>4. Planning remedial strategies; and</li> <li>5. Planning to prevent early academic problems.</li> </ol>
<b>Years in Operation</b>	11 Years
<b>Contact Name and Address</b>	Ms. Susan Arpin Long Hill School 565 Long Hill Ave. Shelton, CT 06484 (203) 929-4077 Ext.
<b>Program Staff</b>	Since child study team meetings occur during the regular school day, substitutes for classroom teachers must be obtained, usually for one-half day.
<b>Description</b>	<p>School-based team made up of classroom teachers, school psychologist, guidance counselor and principal, develop goals, objectives, strategies and assessment techniques for children who are experiencing academic or behavior problems. Also known as the early intervention project, the idea is to intervene early in a student's life and provide both the student and teacher with measurable goals to achieve. Such a team recognizes that alternative strategies are essential components of the regular education classroom teacher and that referral for psycho-educational testing is the last resort and a decision made by the team.</p> <p>Curriculum-based assessments are used as a means of assessment during the child study process. Teachers refer students to child study only after they have exhausted their repertoire of alternative strategies, modifications, etc.</p> <p>Team meets twice a month during school hours.</p>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>(1) Students achieve at their academic level.</li> <li>(2) Students can visually see the improvement due to "charting" or "graphing" procedures.</li> <li>(3) Students feel more successful.</li> </ol>

## 1 SYSTEMS FOR IMPLEMENTING ALTERNATIVE STRATEGIES IN REGULAR EDUCATION

<b>Program Name</b> Improving the Success and Learning of Torrington's Ninth Grade Students	
<b>District</b>	Torrington
<b>Grades Served</b>	9
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Ninth grade teams to assist with student transition;</li> <li>2. Four teams: four teachers, four subjects per team;</li> <li>3. Common team planning times;</li> <li>4. Enhanced interdisciplinary instruction; and</li> <li>5. Improvements in student management and parent communication.</li> </ol>
<b>Years in Operation</b>	Teacher training began 1996-97, program implemented 1997-98
<b>Contact Name and Address</b>	Ms. Laura Sesse Torrington High School Major Besse Drive Torrington, CT 06790 (860) 489-2291 Ext. lseese@torrington.org
<b>Program Staff</b>	Sixteen teachers: Four each English, history, science, math. Four special education teachers: Two co-teach on two of the teams; two consult. On-site coordinator for implementation oversight and to monitor training.
<b>Description</b>	<p>The primary goal of this program is to improve the success of the ninth grade students at Torrington High School, and to provide them with a strong academic foundation which they could build on in subsequent years. This is being accomplished through the implementation of a ninth grade interdisciplinary team. During the past two years, four teams of teachers, working together with groups of ninth grade students, have been involved in initiating interdisciplinary forms of instruction, assessment, and evaluation. Each team contains approximately 80 students, who are instructed by a group of four teachers. Teachers represent the four core academic subjects of history, English, science and math. In addition, each team has been assigned special education support, in the form of team teaching and consultation. Pupil personnel staff from the guidance office interact with team teachers and with students on a regular basis.</p> <p>Each interdisciplinary team meets four times each week, for about 45 minutes. The major focus of the discussions is on "exploring" student work. Teachers discuss the implications of student performance on their teaching techniques, and use student work to pinpoint areas which they may need to reteach, adjust or monitor. Discussions have been helpful for designing rubrics to analyze student work, especially in the area of writing, and to assist with the sequencing of curriculum (to determine the order and the time of year when certain material should be taught).</p>

## 1 SYSTEMS FOR IMPLEMENTING ALTERNATIVE STRATEGIES IN REGULAR EDUCATION

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**Program Name** Improving the Success and Learning of Torrington's Ninth Grade Students

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In addition to formal discussions about student work, teachers also discuss student performance and behavior. Daily meeting times are also used for contacting parents, conducting student conferences, and meeting with support staff. Teachers also use this time to coordinate their classroom activities and testing schedules. The complete group of 18 teachers meet together once each month with the coordinator and facilitator, as well as with department chairpersons, to discuss general issues such as curriculum and scheduling.

**Outcomes** Prior to the implementation of this program, a comprehensive evaluation plan was developed to investigate the impact of the teams on Torrington High School. The plan had two components: a "summative evaluation", which focused on the effect of the teams on the students (in areas such as social skills, attendance and discipline) and a "formative evaluation", which was designed to investigate the effectiveness of the teams themselves, and whether the teams met their own stated objectives. Information collected over the course of the year included teacher and student rating scales, team rating scales, portfolios, and attendance and discipline information.

Overall, the preliminary data suggests that the teams have had a significant impact, not just on the students, but on the overall climate of the school. When comparing ninth grade students who were "on teams" to the previous year's freshman (who were not), there was a decrease in the number of overall discipline referrals, and fewer in-school and out-of-school suspensions. Loss of credit hearings (which are related to student attendance) decreased significantly and more students made the honor roll. Teachers were asked to log their telephone calls and conferences, and reported that there was an increase in parent communication. While the complete data set has not yet been fully analyzed, on the pre- and post-questionnaires, many students reported an improvement in their overall attitudes about school and in the amount of homework being completed. Finally, when tenth grade teachers were asked to rate the performance of students who had been on the teams, and it was compared to their rating of the students from the year before (who were on teams), the teamed students demonstrated better organizational skills, better behavior, and were felt to be more academically motivated.

## 2 INSTRUCTIONAL STRATEGIES FOR PREVENTION AND REMEDIATION OF ACADEMIC PROBLEMS

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**Program Name** Summer Homework at Cherry Brook Primary School

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**District** Canton

**Grades Served** Pre-K to 3

**Disability - If Special Ed. Only** N/A

**Key Features**

1. Self selection menu of activities;
2. See materials enclosed with the packet;
3. Kick off and September celebrations;
4. Review of school-year skills; and
5. Parent involvement in student learning.

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**Years in Operation** 5 Years

**Contact Name and Address**

Ms. Wendy Scheinberg Cherry Brook Primary School 4 Barbourtown Canton, CT 06019 (860) 693-7721 Ext.
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**Program Staff** Someone to assemble the packets.

**Description** Summer homework packets were developed by the Summer Homework Committee in collaboration with grade-level teams. The purpose of these packets is to provide practice in the reading, writing, mathematics, science, social studies, music, art and physical education skills mastered during the school year. Students collect the samples of their work folders that were handed out with the packet and then return the folder to their teachers the first week of school.

**Outcomes**

- (1) Less regression occurs during the summer months as students continue to practice skills acquired during the school year.
- (2) Parents are more knowledgeable of academic expectations, become better informed of their child's education.

## 2 INSTRUCTIONAL STRATEGIES FOR PREVENTION AND REMEDIATION OF ACADEMIC PROBLEMS

<b>Program Name</b> Peer Tutoring	
<b>District</b>	Hamden
<b>Grades Served</b>	9 to 12
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Mutual exchange between peers for academic support;</li> <li>2. Teacher referrals: tutors/tutorees;</li> <li>3. Mutually arranged student meetings;</li> <li>4. Interaction among peers of diverse backgrounds; and</li> <li>5. Student volunteerism.</li> </ol>
<b>Years in Operation</b>	17 Years
<b>Contact Name and Address</b>	Ms. Val Canalori Hamden High School 2040 Dixwell Ave. Hamden, CT 06514 (203) 407-2040 Ext.
<b>Program Staff</b>	Faculty advisor National Honor Society (NHS), student volunteers.
<b>Description</b>	This National Honor Society sponsored program involves students of the high school community who seek additional academic help from other students and students who are willing and interested in helping to tutor others. Tutors and "tutorees" meet during and after school time to review classroom material. The students needing tutoring are referred to the program by their subject teacher. They are matched by students in the program with an appropriate tutor from a student sign-up list. Once matched, the tutor takes the initiative to arrange a mutually agreeable schedule for meeting. This program enables students to interact with peers of different degrees of interests, backgrounds and diversity in an academic and social relationship. The program raises the self-esteem of both the tutor and the "tutoree" who form a mutual bond of friendship and respect through academic support.
<b>Outcomes</b>	Interaction among students of diverse backgrounds for the purpose of academic support.

### 3 LITERACY INSTRUCTION

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**Program Name** **Writer's Boxes**

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**District** Canton

**Grades Served** K

**Disability - If Special Ed. Only** N/A

**Key Features**

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1. Promotes student's writing skills through the use of developmentally appropriate practices;
2. Promotes parent education in the stages of a young experimental writer; and
3. Promotes love of writing and risk-taking behaviors.

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**Years in Operation** 3.5 Years

**Contact Name and Address**

Ms. Beverly Kibbe  
Cherry Brook Primary School  
4 Barbourtown Rd.  
Canton, CT 06019  
(860) 693-7721 Ext.

**Program Staff** Teacher to replenish supplies in writer's boxes. No staffing needs out of the ordinary.

**Description** Using the resource "Kids Have All the Write Stuff" by Edwards and Mallory, writer's boxes were created to promote and improve writing in kindergarten. Eight writer's boxes were made containing various writing materials such as markers, pencils, various paper, pads, clipboard and wipe-off boards. Students use the writer's box at home for four to five days. Instructions for parents and students are included. The pamphlet "You Can Help Your Child With Writing" by Marcia Baghban, is included for the parent. This pamphlet discusses the developmental steps involved in the writing process and how to motivate your children to write. The writer's box helps children practice skills learned in school, at home and promotes risk-taking behavior.

**Outcomes** The strategy is documented by collecting children's writing samples from the writer's box. Parents respond to their child's interest and progress in writing in a Parent's Response Journal. Overall student performance is documented in kindergarten. Writing conferences are held with each student when the writer's box is returned to school. Student's select their best writing and tell why they think it is their best writing. The writing is displayed in the classroom.

### 3 LITERACY INSTRUCTION

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**Program Name** Phonological Awareness in Kindergarten

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**District** RSD # 1  
**Grades Served** K  
**Disability - If Special Ed. Only** N/A

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**Key Features**

1. Pre- and post-phonological awareness screening test devised by school speech/language clinician;
2. Grouping of children based on skill level as found on above test;
3. Assisting children in the oral language to written language transition;
4. Increasing phonological awareness skills in kindergarten necessary for reading skill development;
5. Weekly collaboration between speech/language clinician and kindergarten teachers; and
6. Use of technology for instructional and motivational purposes.

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**Years in Operation** 5 Years

**Contact Name and Address**

Mr. Don H. Tobias  
Salisbury Central School  
Lincoln City Rd.  
Lakeville, CT 06031  
(860) 435-9871 Ext. 132  
duckie@esslink.com

**Program Staff** Speech/language pathologist, kindergarten teachers, teacher assistants.

**Description** For the past four years, we have been working toward implementing a Phonological Awareness Program at the kindergarten level that can be adapted down to the Pre-K level and up to the early primary grades level. A tremendous amount of research has been reviewed to provide us with the model we felt would be most effective. We have concentrated on the skills of: rhyme (judgment w/exclusion and production); segmentation (at the sentence, word, syllable and phoneme levels); blending (of syllables into words; phonemes into syllables and words) and phoneme identification (in the beginning, middle and final positions of words). We have included phonological awareness activities in numerous key curriculum tasks as well as into specific center times for explicit instruction. The speech/language clinician has developed, written, and copyrighted a Phonological Awareness Screening Test that is administered to all kindergarten children as a pre-test in September and then as a post-test in May/June to note progress. Cognitive Concepts Inc., EROBICS Step One Pro Plus CD Rom Program has been included as an exciting instructional and motivational tool as well. The speech/language clinician consults weekly with the key teachers to discuss planning of activities, instructional methods to use, and to review his work with those

### **3 LITERACY INSTRUCTION**

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**Program Name** Phonological Awareness in Kindergarten

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children receiving additional 1:1 or small group explicit instruction.

- Outcomes**
- (1) Kindergarten students will enter first grade with the necessary phonological awareness skills (rhyming-segmentation-blending-phoneme identification) for achieving the oral language to written language transition.
  - (2) Kindergarten students will enter first grade with stronger skills needed for reading and writing development.
  - (3) Some children entering first grade are identified as needing additional work in phonological/phonemic skill development. These children begin receiving additional explicit and intensive instruction beginning the first week of school. This instruction is provided by a special education teacher..., a Title I teacher and a regular education teacher who serves in a support position (after her kindergarten class is dismissed at 1 p.m.). Children receiving this additional support have been identified based on the P.A.S.K. - 1 screening test and on teacher observations in kindergarten. This addition to the program has been extremely beneficial.

### 3 LITERACY INSTRUCTION

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**Program Name** Phonological Awareness in Curriculum

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**District** Branford

**Grades Served** K to 1

**Disability - If  
Special Ed. Only** N/A

**Key Features**

1. Developmental, sequential, phonological awareness curriculum;
2. Intervention groups across classes to address specific skills;
3. Incorporate activities within classroom themes to address phonological awareness skills (i.e., rhyming, segmenting);
4. Coordinate sound awareness with letter identification using multi-sensory instruction; and
5. Teacher-made, curriculum-based assessment of phonological skills for determining levels of instruction.

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**Years in Operation** 7 Years

**Contact Name  
and Address**

Ms. Linda Chipkin  
Branford Public Schools  
23 Eades Street  
Branford, CT 06405  
(203) 481-5386 Ext.

**Program Staff** Speech/language pathologist, kindergarten teachers, reading teachers, special education teachers, literacy paraprofessionals.

**Description**

Program was developed five years ago to assist children in developing prereadiness skills needed for learning to read.

Workshops (Haskin Lab), NICD research and current periodicals inspired the team to begin an earnest effort to become aware of phonological skills as a precursor to becoming fluent and efficient decoders.

Team recognized that these skills could be incorporated within curriculum as well as seeing need for intensive small group instruction for those children challenged with "cracking the code."

Emphasis must also be placed on comprehension so appropriate literature for building children's oral language skills and critical thinking skills is incorporated in the curriculum.

A sequenced, developmentally appropriate phonological awareness curriculum and appropriate curriculum-based assessment was collaboratively developed by speech/language pathologist, kindergarten teachers, reading teachers and special education teachers.

**Outcomes** Student will be able to perform the following phonological tasks in group instruction with generalization to appropriate reading materials.

### **3 LITERACY INSTRUCTION**

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***Program Name* Phonological Awareness in Curriculum**

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- (1) Rhyming: given oral model to rhyme, student will respond appropriately.
- (2) Student will be able to appropriately segment at sentence, word, syllable and sound level.
- (3) Student will be able to blend sounds presented orally into meaningful words.
- (4) Student will be able to substitute and delete phonemes in all positions of words.
- (5) Student will be able to identify sounds of English language and associate the appropriate symbol.
- (6) Student will be able to answer "wh" questions, predict, understand cause and effect and make inferences during exposure to appropriate literature.

### 3 LITERACY INSTRUCTION

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**Program Name** Practical Strategies for Readers and Writers in the Primary Classrooms

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**District** Madison

**Grades Served** 1 to 3

**Disability - If Special Ed. Only** N/A

**Key Features**

1. Consistent implementation in all classes;
2. Use of cue systems, think-aloud strategies, strategies for nonfiction, comprehension strategies;
3. Teaching Literacy for Competency (TLC);
4. Reading recovery;
5. Staff development for total staff; and
6. Consistent visual aids in all classrooms.

**Years in Operation** 9 Years

**Contact Name and Address**

Ms. Mary Fitzgerald  
Island Avenue School  
20 Island Ave.  
Madison, CT 06450  
(203) 245-6475 Ext.

**Program Staff** Reading/language arts consultant, special education teachers, reading recovery teacher, paraprofessionals.

**Description** Our one-to-three strategy program for reading and writing includes four parts: training for teachers and paraprofessionals, early intervention programs, consistent agreement by teachers about the strategies taught at each grade, and consistent support from staff. Each grade level meets with the special services staff weekly to discuss strategy implementation. The special education teachers and the reading/language arts consultant model lessons weekly in all classrooms to ensure consistency among teachers. The school staff has identified key techniques for instruction of reading and writing.

**Outcomes** The students will:

- (1) Use all cue systems to read for meaning.
- (2) Use appropriate pre-, during and post-reading and writing strategies.
- (3) Write for a variety of purposes and audiences.
- (4) Use research strategies to read and write nonfiction.
- (5) Read fluently.
- (6) Use comprehension strategies to construct meaning.

### 3 LITERACY INSTRUCTION

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**Program Name** Reader's Workshop

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**District** Litchfield

**Grades Served** K to 6

**Disability - If  
Special Ed. Only** N/A

**Key Features** 1. Assessment-driven reading instruction;  
2. Individualized reading for each student in classroom; and  
3. Partner reading/conversation.

**Years in Operation** 6 Years

**Contact Name  
and Address** Mrs. Andrienne Longobucco  
Center School & Litchfield Intermediate School  
P.O. Box 110  
Litchfield, CT 06759  
(860) 567-7510 Ext.  
aatcenter@hotmail.com

**Program Staff** Classroom teachers, language arts coordinator, ongoing professional development.

**Description** At Center School and Litchfield Intermediate School, we are especially proud of our language arts program. For the past several years, we have been researching and implementing Reader's Workshop. This approach, which was taught to us by Lucy Calkins and her staff at Teacher's College of Columbia University, has at its core individualized reading for each student in the class each day. The goal of this approach is to encourage our children to become highly competent, lifelong readers who initiate reading and construct meaning. Because this is an individualized approach, each child reads at the child's own level and progresses at his or her own pace. It is the responsibility of the teacher, however, to closely monitor and assess the child's progress. The continual assessment of individual students provides information to plan the next lesson. Partner reading, book shares, read alouds, children making appropriate book choices, reading each night at home, and quality assessment are essential components used to build the literate community.

Our language arts coordinator, who is integral to the success of this philosophy, initiated connections with Lucy Calkins of Columbia University. Lucy and her staff spend several days inservicing our staff during the summer and school year.

**Outcomes** We are extremely proud of our Reader's Workshop. Judging from the reactions of children, their enjoyment of reading has skyrocketed. We have created lifelong readers in our schools' literate community. Our Connecticut Mastery Test scores have risen in the area of reading, and our D.R.P. scores in other grades have risen accordingly. Parents have expressed a high level of support for the approach as they experience their children reading at higher levels. We are thrilled with the enthusiasm of the children for reading, which they consider fun and exciting.

### 3 LITERACY INSTRUCTION

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**Program Name** Foundation for Literacy

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**District** Wethersfield

**Grades Served** K to 1

**Disability - If Special Ed. Only** N/A

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**Key Features**

1. Daily periods of language development support in classroom through rotating five-week blocks of time;
2. Classroom and support staff work with all first graders early in the school year to identify students needing further intervention;
3. Progress reviewed by foundation team immediately after daily session to initiate interventions and plan for subsequent lessons; and
4. Students receive early and immediate support to ensure literacy success by the end of second grade.

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**Years in Operation** 3 Years

**Contact Name and Address**

Mrs. Judith Golden  
Director of Curriculum and Instruction  
Wethersfield Public Schools  
51 Willow Street  
Wethersfield, CT 06109  
(860) 571-8142 Ext.

**Program Staff** Four staff members - classroom teacher, learning disabilities resource teacher, tutor and literacy paraprofessional - each work with small groups (1/4 of class) on rotating basis for 11 minutes per group.

**Description**

Four cornerstones: **Writer's Workshop:** Students use and refine their writing skills as they write about what is alive and real for them like "real" writers.

**Reader's Workshop:** Students interact with text, the teacher, and each other in discussion about what they have read.

**Working with Words:** Students gain practice in how words work through letter work and phonemic awareness; making and breaking words; key vocabulary and high-frequency words; rhyming, chanting, and interactive storybook reading; sentence building with flashcards; and color words.

**Math in Literature:** Students connect math and literature by reading books that include concepts of time, money, measurement, number sense, patterns and relationships, shapes and math in the world.

**Outcomes**

- (1) Provides concentrated language development support to assure significant learning progress for all primary grade students.
- (2) Provides meaningful professional development for primary grade teachers within the context of their classroom.

### **3 LITERACY INSTRUCTION**

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***Program Name*** Foundation for Literacy

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(3) Allows a cross section of professionals to gain first-hand knowledge of the strengths and needs of all first grade students.

### 3 LITERACY INSTRUCTION

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**Program Name** Peer Reading

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**District** Branford

**Grades Served** 2

**Disability - If  
Special Ed. Only** N/A

**Key Features** 1. Improve oral fluency;  
2. Read with expression; and  
3. Using the standards, constructively critique oral reading.

**Years in Operation** 11 Years

**Contact Name  
and Address** Ms. Judith Mautte  
John B. Sliney School  
23 Eades St.  
Branford, CT 06405  
(203) 481-5386 Ext.  
jmautte@snet.net

**Program Staff** Classroom teacher or classroom instructional aide.

**Description** This program was initiated as part of our daily reading program for grade two. We hoped that the children would increase their oral reading fluency and expression as well as develop a greater interest in reading. We also hoped that it would encourage better listening skills in students as they would have to report to the instructor as to how they felt the reader did.

**Outcomes** (1) Students develop better listening skills.  
(2) Students develop oral reading fluency.  
(3) Students develop the ability to read with expression.  
(4) Students develop the ability to constructively critique oral reading using the standards presented by the instructor.  
(5) Students develop a greater enjoyment of reading.

### 3 LITERACY INSTRUCTION

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**Program Name** The Gilbert School Summer Reading and Writing Program

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**District** Gilbert (End. & Inc. Academy)

**Grades Served** 9 to 12

**Disability - If Special Ed. Only** N/A

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**Key Features**

1. Ability based;
2. Curriculum based;
3. School inclusive;
4. Reading comprehension and analytical thinking focus; and
5. Analytical writing.

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**Years in Operation** 11 Years

**Contact Name and Address**

Ms. Scott Macomber The Gilbert School 200 Williams Ave. Winsted, CT 06098 (860) 379-8521 Ext.
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**Program Staff** None additional.

**Description** The purpose of our reading program is to keep the thinking, learning process active in the minds of our future leaders. We are a global community where understanding and communication are the keys to success. Our program helps to enhance higher level thinking skills. Basically, the program encourages students to read books for pleasure and to write for understanding.

We have taken Governor Rowland's summer reading challenge one step beyond - we ask our students to write.

**Outcomes**

- (1) To promote reading enjoyment.
- (2) To promote reading comprehension.
- (3) To foster reflective thinking.
- (4) To foster analytical thinking/writing.
- (5) To foster/promote literacy discussions.
- (6) To explore other worlds.

### 3 LITERACY INSTRUCTION

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**Program Name** Reading: Clinical-Remedial-Developmental-Advanced

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**District** RVTS - SE

**Grades Served** 9 to 12

**Disability - If  
Special Ed. Only** N/A

**Key Features**

1. All levels partake in reading;
2. Program designed to improve CAPT scores; and
3. Dr. John Collins' "Writing Across the Curriculum" format used.

**Years in Operation** 3 years

**Contact Name  
and Address**

Ms. Michele Cronin  
Grasso Tech.  
189 Fort Hill Rd.  
Groton, CT 06340  
(860) 441-0381 Ext.

**Program Staff** Two full-time teachers.

**Description** In the fall of the 1998 school year, a new reading program was instituted at Grasso. The program provides two 40-minute classes of reading instruction each week to all freshman and sophomores during their academic cycles. During the 1999-2000 school year, class times will be increased to two 60-minute classes per week. This class time is designed to give freshman and sophomore students additional instruction and practice in obtaining and using skills that are necessary for success on the CAPT. Lessons are frequently designed to replicate specific skills in the Response to Literature and Interdisciplinary sections of the test.

**Outcomes** Improved reading skills

## 4 LITERACY INTERVENTION FOR AT-RISK/SPECIAL EDUCATION STUDENTS

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**Program Name** Step-Up Program

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**District** Canton

**Grades Served** K

**Disability - If  
Special Ed. Only** N/A

**Key Features** 1. Extended-day kindergarten for small group of at-risk children; and  
2. Focus: early intervention.

**Years in Operation** 5 Years

**Contact Name  
and Address** Ms. Linda Perosino  
Cherry Brook Primary School  
4 Barbourtown Rd.  
Canton, CT 06019  
(860) 693-7721 Ext.

**Program Staff** One teacher/coordinator.

**Description** The Step-Up Program is a support program for kindergarten children who would benefit from extra language development activities and experiences. The Step-Up Program provides instruction to a small group of children who would benefit from extra language development activities and experiences. The Step-Up Program provides instruction to a small group of children in an extended-day format two days per week.

The goals of the Step-Up Program are: to increase oral language skills, to build emergent literacy skills, to increase basic math concepts, and to develop an ability to focus on a learning task.

**Outcomes** (1) Increased oral language skills.  
(2) Increased emergent literacy skills.  
(3) Letter identification, sound/symbol, concepts about print, phonemic awareness.  
(4) Increased knowledge of basic math concepts.  
(5) Numeral recognition, more than/less than, 1:1 correspondence.

Please note: This program is NOT for special education students.

## 4 LITERACY INTERVENTION FOR AT-RISK/SPECIAL EDUCATION STUDENTS

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**Program Name** Adventures in Reading

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**District** Farmington

**Grades Served** K to 2

**Disability - If  
Special Ed. Only** N/A

**Key Features** Program purposes are to:

1. Actively engage parents in the literacy development of their children;
2. Provide literacy activities for students and parents after school;
3. Create packets of literacy materials for home use; and
4. Train parents to support the development of school-like, student literacy behaviors at home.

**Years in Operation** 5 Years

**Contact Name  
and Address**

Ms. Roberta Kurlantzick Union School 173 School St. Unionville, CT 06085 (860) 673-2575 Ext. kurlantzickr@fpsct.org
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**Program Staff** Teacher coordinator, parent volunteer, K-3 classroom teacher.

**Description** The purpose of Adventures in Reading is to support and improve the literacy learning of at-risk primary students (about 20 percent of our population), through the initiation of a family literacy program and to establish a stronger home-school connection for those young students who are at risk in literacy development. The program is rooted in the research which demonstrates that "parents have a strong influence on the literacy development of their children" (from the early years right through high school) and that when children are "given access to reading and writing materials and when they receive positive reinforcement about literacy activities, positive effects on reading and writing abilities are observed." (Morrow, Paratore, and Tracey. "Family Literacy: New Perspectives, New Opportunities")

Adventures in Reading provides supplemental reading activities to a select group of kindergarten, first grade and second grade students whose reading proficiency is below grade level. Specifically, the supplemental activities involve the student and parent(s) in a series of one-hour evening meetings, which provide opportunities for students to practice and share successful reading strategies, parents to share ideas and/or frustrations, and staff to model good reading behaviors and techniques.

The program is designed to be fun and inviting for the students and comfortable and informative for the parents. Refreshments and "goody bags" (literacy materials) are distributed at each meeting to encourage both children and parents to return for future sessions. The program achieves two important goals: supporting the literacy

## **4 LITERACY INTERVENTION FOR AT-RISK/SPECIAL EDUCATION STUDENTS**

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***Program Name*** Adventures in Reading

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learning of our most at-risk young students and strengthening the home-school connection for families of those students.

- Outcomes**
- (1) Students involved in the program benefit from the extra reading practice, the group approval after sharing a story, and the camaraderie with other students at a similar reading level.
  - (2) The parents involved learn important skills for helping their children and become more directly involved with their child's progress as a result of the activities.
  - (3) Parent feedback is very positive.
  - (4) Students show improvement in measured reading outcomes after six months of both in-school instruction and additional at-home support.

## 4 LITERACY INTERVENTION FOR AT-RISK/SPECIAL EDUCATION STUDENTS

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**Program Name** Summer Adventures

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**District** Canton

**Grades Served** K to 3

**Disability - If  
Special Ed. Only** N/A

**Key Features**

1. Intervention for students potentially at risk;
2. Three sessions per week for four weeks in July (40 minutes per session); and
3. Small-group instruction (two to five students) in reading strategies, fluency, comprehension with oral and or written response.

**Years in Operation** 4 Years

**Contact Name  
and Address**

Ms. Priscilla Carr  
Cherry Brook Primary School  
4 Barbourtown Rd.  
Canton, CT 06019  
(860) 828-3034 Ext.

**Program Staff** One to two tutors/teachers per grade level.

**Description** Students in kindergarten, first, second and third grade, who have been identified by their teachers as potentially at risk, were invited to participate in a four-week program of instructional activities in reading and writing. The small group sessions were held on Tuesday, Wednesday and Thursday of each week in July. Sessions for grades one through three were 35-40 minutes; kindergarten sessions with eight to nine students in each of two groups were one hour and 45 minutes in duration. (These time frames may be adjusted as we begin our third year of the program.) The school library was open so that students could take out books, tapes and other media materials with their parents. The library was staffed by a local high school student.

**Outcomes** Increased:

- (1) Confidence.
- (2) Fluency.
- (3) Use of all cueing systems.
- (4) Comprehension.
- (5) Fluency and clarity of written responses.
- (6) Confidence and skill level for entry into next grade.

## 4 LITERACY INTERVENTION FOR AT-RISK/SPECIAL EDUCATION STUDENTS

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**Program Name** Early Success Reading Program

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**District** Shelton

**Grades Served** 1 to 2

**Disability - If  
Special Ed. Only** N/A

**Key Features**

1. Individual tutoring/instruction;
2. Multisensory instruction;
3. Strategies for achieving automaticity and fluency; and
4. Curriculum-based assessment.

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**Years in Operation** 3 Years

**Contact Name  
and Address**

Ms. Susan Arpin Long Hill School 565 Long Hill Ave. Shelton, CT 06084 (203) 929-4077 Ext.
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**Program Staff** One reading assistant per six students.

**Description** The Shelton School System has devised its own Early Reading Success Program based on the Reading Recovery Program and other successful strategies. It is currently available to first and second graders who were identified as having early academic problems in kindergarten or first grade. It is hoped that the program can be expanded in the future.

At Long Hill, six reading assistants work with six students each for 30 minutes each day on a one-to-one basis. The reading assistants are supervised by the school's reading specialist and received training from the supervisor of language arts and other Shelton staff. The reading assistants are hired only for this program and are not certified teachers.

Six reading assistants will be on staff for next school year enabling us to serve more at-risk children.

**Outcomes** Improvement in:

- (1) Phonemic awareness skills.
- (2) Beginning reading skills.
- (3) Word attack skills.
- (4) Reading comprehension.

## 4 LITERACY INTERVENTION FOR AT-RISK/SPECIAL EDUCATION STUDENTS

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**Program Name** Morning Walking and Reading

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**District** Canton

**Grades Served** 1 to 3

**Disability - If  
Special Ed. Only** N/A

**Key Features** 1. Independent reading opportunity for students;  
2. Establish in students the habit of daily exercise for personal wellness; and  
3. Common planning time for grade level.

**Years in Operation** 9 Years

**Contact Name  
and Address** Mr. William Phelps  
Cherry Brook Primary School  
4 Barbourtown Rd.  
Canton, CT 06019  
(860) 693-7721 Ext.

**Program Staff** One person per grade level per day.

**Description** Each morning, we use the arrival time before the start of school to do a walking and reading program. All students in the particular grade meet in the gym, cafeteria or outside to do that day's activity. If reading, they bring their own books (magazines also available) and read independently for up to 25 minutes. The walking is done inside or outside (weather permitting).

This also allows teachers common time to meet in seminar (as a grade level) two times per week. The focus of these seminars must be one of the following: school or grade-level curriculum or instruction initiative; students (this is the first step in the child study process); or grade-level concerns.

**Outcomes** (1) Increased fitness of students.  
(2) Increased independent reading time.  
(3) Greater communication among grade-level teachers.

## 4 LITERACY INTERVENTION FOR AT-RISK/SPECIAL EDUCATION STUDENTS

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**Program Name** Partners in Education

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**District** Watertown

**Grades Served** 2

**Disability - If  
Special Ed. Only** N/A

**Key Features** One-on-one reading with elementary school children by volunteers from a local corporation as part of their contribution to Partners in Education.

**Years in Operation** 7 Years

**Contact Name  
and Address**

Ms. Betsy Hackett Polk School 437 Buckingham St. Oakville, CT 06779 (860) 945-4808 Ext.
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**Program Staff** Second grade classroom teachers oversee or assist if concerns arise. Corporation representative briefs new volunteers.

**Description** A form of literacy volunteerism aimed specifically at elementary children with low-reading ability and poor self-esteem, and children who come from environments that do not encourage love of reading or reading skills. Tutor and child meet once a week in the school's library (if being used, child's classroom or available space) to read or be read to. In return for corporation services, students have done such things as create Christmas decorations at headquarters and perform mini music recitals there.

**Outcomes**

- (1) Oral reading fluency improved.
- (2) Self-esteem improves at accomplishment.
- (3) Community-school relations improve.

## 4 LITERACY INTERVENTION FOR AT-RISK/SPECIAL EDUCATION STUDENTS

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**Program Name** Code-Based Reading Instruction within a Balanced Approach

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**District** Farmington

**Grades Served** 2 to 5

**Disability - If  
Special Ed. Only** N/A

**Key Features**

1. Comprehensive and ongoing assessment of student needs and process;
2. Multisensory instruction;
3. Individual and small group (3:1) instruction; and
4. Daily professional development, immediate integration of theory and practice to increase student learning.

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**Years in Operation** 3 Years

**Contact Name  
and Address**

Dr. Jane H. Currie Farmington Public Schools 6 School Street Farmington, CT 06032 (860) 677-1791 Ext.
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**Program Staff** One teacher for three students, one professional development instructor.

**Description** This program was piloted during the summer of 1998. It targets special education students (in grades 2-5) who have had exceptional difficulty learning to read, despite excellent teaching and extended-learning time (e.g., Reading Recovery) during the school year and during the summer. The program provides systematic code-based reading instruction at the children's instructional level, balanced with opportunities to develop comprehension skills through poetry, fiction and nonfiction reading and listening. Children participate in daily writing activities to develop fluency and encoding skills, and are encouraged to develop kinesthetic awareness related to production of sounds. Children attend classes for four weeks in July from 8:30 to 11:30 a.m.

Following their work with the students each day, teachers in the program meet from 11:30 a.m. to 12:30 p.m. for professional development with Dr. Anne Fowler of the Haskins Laboratories at Yale University and with one of Farmington's reading teachers or consultants. Dr. Fowler leads them in a discussion of their instruction and material selection, providing direct feedback about their teaching relative to the specific needs of the students. Teachers are also videotaped as they teach, and the group analyzes the strengths and weaknesses of the lesson, as well as the next steps. This integration of theory and practice provides students with explicit, intensive instruction tailored to their needs in a low student-to-teacher ratio (3:1), and gives teachers an opportunity to develop new skills and to reflect daily on their instructional practices. Participation with general education teachers

## **4 LITERACY INTERVENTION FOR AT-RISK/SPECIAL EDUCATION STUDENTS**

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***Program Name*** Code-Based Reading Instruction within a Balanced Approach

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and reading consultants for some aspects of training fosters a broader understanding of the reading process. Five to seven teachers can participate each summer.

- Outcomes**
- (1) Improved decoding skills.
  - (2) Increased reading fluency.
  - (3) Application of additional reading strategies.
  - (4) Increased reading comprehension.
  - (5) Greater knowledge/understanding of the structure of words.
  - (6) Improved classroom and assessment performance.

## 4 LITERACY INTERVENTION FOR AT-RISK/SPECIAL EDUCATION STUDENTS

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**Program Name** Language Academy Program

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**District** Stratford

**Grades Served** 3 to 6

**Disability - If Special Ed. Only** LD/reading disability

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**Key Features**

1. Districtwide program;
2. Individualized instruction;
3. Intense short-term intervention;
4. Small class size; and
5. Consulting from local university professor.

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**Years in Operation** 4 Years

**Contact Name and Address**

Ms. Kerry Jensen Stratford Academy - Johnson House 719 Birdseye St. Stratford, CT 06615 (203) 385-4180 Ext.
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**Program Staff** Special education teacher, one or more paraprofessionals depending on number of students.

**Description** Criteria for students to be considered for the program are based on the concept of the least restrictive environment (LRE). Students who are not experiencing success in the mainstream class despite modifications and support were considered for the program. Students must have been diagnosed with a specific reading disability. A minimum of four hours a day is spent in reading/language arts instruction. Progress is closely monitored and students are returned to the mainstream or home school once mastery of identified skills is achieved. Mainstreaming for strength areas occurs for some students. Additional support is given through Southern Connecticut State University's practicum for teachers.

Collaboration with the language specialists contributes to improving auditory discrimination and speech patterns. Alpha Smarts are used in writing to help provide motivation and improvement of keyboarding skills. Frequent communication through newsletters and phone calls keeps parents involved in their children's progress and fosters continuity of the program at home. Dr. Robert Piazza, a SCSU professor, is consultant to the program. Students are given the opportunity to receive additional tutorial time with teachers in need of completing their practicum. Dr. Piazza assists in the diagnostic assessment of students and the development of appropriate academic goals. The certified instructional assistant helps students in both the mainstream and LAP classrooms. He/she follows models set by the teacher in guiding the students to reach their IEP goals.

## **4 LITERACY INTERVENTION FOR AT-RISK/SPECIAL EDUCATION STUDENTS**

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**Program Name** Language Academy Program

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- Outcomes**
- (1) Students gain strategies to help compensate for their learning disability.
  - (2) Students learn how to incorporate these strategies into mainstream academics.

## 4 LITERACY INTERVENTION FOR AT-RISK/SPECIAL EDUCATION STUDENTS

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**Program Name** TDOD (Taking the "Dys" Out of "Dyslexic")

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**District** Watertown

**Grades Served** 7 to 12

**Disability - If Special Ed. Only** LD (Reading)

**Key Features**

1. Intense daily 1:1 or 2:1 instruction in decoding, encoding and writing using the Wilson program; and
2. Referred by classroom teachers or by a Planning and Placement Team.

**Years in Operation** 5 Years

**Contact Name and Address**

Ms. Betsy Hackett  
Watertown Public Schools  
10 DeForest St.  
Watertown, CT 06779  
(860) 945-4808 Ext.

**Program Staff** One fully trained person to deliver program 7-12; all new elementary special education staff trained by Wilson via professional development days; trained special education teachers to deliver the program as intensively as possible.

**Description** Using the Wilson Reading Program format, children as old as 16 and 17 (whose comprehension allowed them to move ahead in the grades but whose inability to decode hampered independent success in the various curricula) were referred by their regular or special education teachers for short- or long-term intervention. The results have been gratifying. Gains of more than a year are consistently reflected for candidates with normal to above normal intelligence; catching up to grade level is a program goal. Reading teacher consults with special education teachers at early grade levels to improve intervention techniques.

**Outcomes**

- (1) Significantly improved overall reading scores independently evaluated.
- (2) Intense intervention allows student dismissal earlier; maintains skills and increases confidence.

## 4 LITERACY INTERVENTION FOR AT-RISK/SPECIAL EDUCATION STUDENTS

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**Program Name** Motivational Reading Strategies for High School Students: Bringing the Classics Alive

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**District** Plainfield

**Grades Served** 9 to 12

**Disability - If Special Ed. Only** N/A

**Key Features**

1. Organizational tips;
2. Learning styles;
3. Reading strategies;
4. Motivational techniques;
5. Memory games; and
6. Tests.

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**Years in Operation** 7 Years

**Contact Name and Address**

Ms. Teresa Rodgers  
 Plainfield High School  
 87 Putnam Rd.  
 Central Village, CT 06332  
 (860) 564-6422 Ext.

**Program Staff** One special education teacher, one English teacher/reading consultant.

**Description** Keeping the classics alive is important to various cultures. Students often verbalize how uninteresting and difficult the classics are to read and comprehend. The vocabulary is overwhelming and the paragraphs appear endless. An overview of strategies and motivational techniques for both the special education students as well as the regular education students are taught.

**Outcomes**

- (1) Students will successfully pass general English requirements.
- (2) Student achievement improves as measured by the CAPT response to literature.

## 5 ORGANIZATION AND MANAGEMENT STRATEGIES

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**Program Name** Centers Based on the High Scope Philosophy

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<b>District</b>	Canton
<b>Grades Served</b>	1
<b>Disability - If Special Ed. Only</b>	All
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Developmentally appropriate tasks based on individual needs;</li> <li>2. Interdisciplinary, thematically based;</li> <li>3. Student directed;</li> <li>4. Incorporates all learning styles and intelligences; and</li> <li>5. Allows for flexible and cooperative grouping.</li> </ol>

**Years in Operation** 3 Years

<b>Contact Name and Address</b>	Ms. Jen Bahre Cherry Brook Primary School 4 Barbourtown Rd. Canton, CT 06019 (860) 693-7721 Ext.
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**Program Staff** Special education support in regular education classroom, paraeducator, parent volunteers.

**Description** Over the past year, we have incorporated a center-based, interdisciplinary program into our classrooms that is based on the High Scope philosophy. This program has changed the management and structure of our daily instruction and how we meet our first grade curriculum objectives. Students are involved in centers for approximately one hour each day. The center theme and activities change on a weekly basis. The centers are: art, ABC, writing, reading, listening, math, social studies, computer, science and a teacher-directed center.

Each week, the centers and tasks are introduced to the class. Students are then responsible for managing their time and completing their tasks by Friday. Each day at the beginning of center time, students are required to complete a written plan that states what center they would like to go to and what work they will do. Students also complete a written review at the end of center time that states the centers they went to and the work that was completed. The review also includes a self-evaluation component.

We have had numerous positive outcomes from incorporating this program into our classroom instruction. It has allowed for: individual attention from teacher, as needed; reinforcement of concepts in all areas of curriculum; differentiated expectations and individualized materials to meet the needs of all students; active involvement of parent volunteers; management of small, flexible, guided reading groups; the ability to modify the amount of work specific students are required to

## **5 ORGANIZATION AND MANAGEMENT STRATEGIES**

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**Program Name** Centers Based on the High Scope Philosophy

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complete; the paraeducator to work with small groups of students to reinforce material that was introduced by the teacher; additional enrichment and extension of thematic concepts, cooperative grouping and hands-on activities.

- Outcomes**
- (1) Fosters independence in all students.
  - (2) Allows students to work at their own pace.
  - (3) Allows students to participate in small, flexible, guided reading groups.
  - (4) Requires students to manage their time by creating a daily written plan and review.
  - (5) Allows students to make choices, take ownership of their learning, and take pride in the work they produce.
  - (6) Allows students to participate in a theme activity planning process.
  - (7) Allows students to participate in child-directed, hands-on cooperative activities.

## 5 ORGANIZATION AND MANAGEMENT STRATEGIES

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**Program Name** Looping

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**District** Canton

**Grades Served** 1 to 3

**Disability - If  
Special Ed. Only** N/A

**Key Features**

1. Teams of teachers in contiguous grades create a partnership;
2. Long-term relationships are built among parent/teacher/student;
3. Time saved in skill assessment and an additional month of learning in the start of year two;
4. Has a positive effect on both student achievement and parental involvement; and
5. Consistent membership in a classroom group provides children with a familiar, secure background and decreases the negative efforts of the transition.

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**Years in Operation** 5 Years

**Contact Name  
and Address**

Ms. Wendy Scheinberg  
Cherry Brook Primary School  
4 Barbourtown Rd.  
Canton, CT 06019  
(860) 693-7721 Ext.

**Program Staff** Two teacher partnership for two-year cycle, special education teacher loops with grade level.

**Description** Looping requires a two-teacher partnership. For example, a second grade teacher will keep the same class as they move to third grade together. The third grade teacher will begin the cycle by moving to second grade with a new group of students. Teachers determine at mid-year, or later, whether or not they will elect to participate in a looping program with their current class. Likewise, parents are given the decision as to whether or not their child will loop. A true looping class has 70 percent or more of the students participating.

Looping allows a teacher to remain with the same single grade class for two or more years. Grant, Johnson and Richardson say that time is a teaching tool. Relationships, the core of looping, are the most powerful aspect of the program. Time allows a teacher to (1) develop a deeper understanding of students' learning styles and needs; (2) better understand student's family dynamics in relation to parents' needs and expectations; (3) approach curriculum in more depth taking advantage of time; and (4) understand the entire education process in which his/her students will pass.

**Outcomes** (1) Increased self-confidence in students.

## **5 ORGANIZATION AND MANAGEMENT STRATEGIES**

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***Program Name***   **Looping**

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- (2) A sense of belonging with eliminating the fear of the unknown.
- (3) Teacher familiarity of students, personalities and learning styles.
- (4) Increased trust between teacher and student.
- (5) Parents become more actively involved in the life of their child in school.
- (6) Teacher can see the child's development in a more natural setting when it occurs over time.
- (7) Curriculum is started earlier and themes are more developed and allow maximum learning.

## 5 ORGANIZATION AND MANAGEMENT STRATEGIES

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**Program Name** Literature Circles

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**District** Ellington

**Grades Served** 4

**Disability - If  
Special Ed. Only** N/A

**Key Features**

1. Flexible group for reading instruction;
2. Cooperative learning;
3. Application of multiple intelligences;
4. Problem-solving skills/strategies; and
5. Integrated curriculum.

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**Years in Operation** 4 Years

**Contact Name  
and Address**

Ms. Kathryn T. Field Center School 49 Main Street Ellington, CT 06029 (860) 875-4656 Ext.
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**Program Staff** Parent, grandparent, aunt, uncle or even older sibling volunteers.

**Description**

Parent-Read-Aloud: This program was initiated to help develop a love of reading in our second grade students. We hope that the students, while enjoying good literature, will develop better listening skills, comprehension skills and social skills.

We have family volunteers sign up for one day per month for the entire school year. They have up to 30 minutes to read. They can bring in a book of their choice or they can use a classroom library book. We have enough parents sign up for this program so that we have a volunteer in our classroom every weekday all year long.

The program had been quite successful. The students really enjoy having their parents come in to the classroom to read to their friends. It has become a good motivational strategy.

**Outcomes**

- (1) Students develop a love of literature.
- (2) Students develop better listening skills.
- (3) Students develop better comprehension skills.
- (4) Students develop the ability to attend to a task for a sustained period of time.

## 5 ORGANIZATION AND MANAGEMENT STRATEGIES

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**Program Name** Schools of Inquiry

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<b>District</b>	Canton
<b>Grades Served</b>	4 to 6
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Schoolwide enrichment courses are based on student and teacher interest;</li> <li>2. Courses emphasize higher-level thinking and problem-solving skills;</li> <li>3. Courses are designed to incorporate student's multiple intelligences;</li> <li>4. Students have opportunities to select learning activities geared to the way they learn best; and</li> <li>5. Courses are designed to advance writing and math skills in an effort to improve mastery test results.</li> </ol>

**Years in Operation** 4 Years

**Contact Name and Address**

Ms. Cheryl Dwyer, Principal  
 Canton Intermediate School  
 39 Dyer Ave.  
 Canton, CT 06019  
 (860) 693-7717 Ext.  
 CIS2@connix.com

**Program Staff** Ideally, each course is team taught. However, if a teacher is willing to singly facilitate a course, he/she may do so in an effort to offer more courses and have smaller classes.

**Description** Schools of Inquiry is a schoolwide enrichment program which offers 22 courses generated from students' and teachers' interests. The courses, grouped under five "schools of inquiry" (communication, social science, mathematical reasoning, creative arts, and scientific exploration) range from Egyptology to musical composition, from developing and running a business to editorial cartooning. They are multi-age, interactive and are designed to develop high-level thinking skills through the multiple intelligences approach to learning. Community and family resources are part of the course design. Students have many opportunities to choose learning activities that are geared to the way they learn best. They are assessed, in part, by the products and the services they create during the course of the program.

**Outcomes** At the conclusion of last year's 14-week Schools of Inquiry (SOI) session, students, teachers and parents submitted evaluations of their experience. Results of the surveys were very positive from each of the three groups. In conjunction with CMT results, there is an emphasis on integrating writing as a substantial component in each SOI course.

## 6 PROMOTING POSITIVE BEHAVIOR

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**Program Name** Written Elementary Curriculum for Classroom Mental Health Program

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<b>District</b>	RSD # 15
<b>Grades Served</b>	K to 5
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<hr/> <ol style="list-style-type: none"><li>1. All students in school benefit from pre-arranged classroom visits from the school counselor;</li><li>2. Drug and career education;</li><li>3. Personal wellness; and</li><li>4. Problem-solving and school success skills for use in the school and community.</li></ol> <hr/>
<b>Years in Operation</b>	13 Years
<b>Contact Name and Address</b>	<div style="border: 1px solid black; padding: 5px;"><p>Ms. Sherida A. Cocchiola Gainfield Elementary School 307 Old Field Rd. Caller Box 871 Southbury, CT 064882211 (203) 264-5312 Ext.</p></div>
<b>Program Staff</b>	One school counselor. A few lessons may need the classroom teacher and/or a volunteer.
<b>Description</b>	<p>As an elementary counselor, it is an asset to be able to have contact with all students. It is through pre-arranged classroom presentation visits that this is accomplished. This entails half-hour visits every other week. Topics covered are listed under key features.</p> <p>All classroom lessons are available in written form.</p>
<b>Outcomes</b>	<p>All students will gain:</p> <ol style="list-style-type: none"><li>(1) Heightened awareness of drug and career education.</li><li>(2) Problem-solving techniques.</li><li>(3) Focusing and listening skills.</li><li>(4) Personal wellness and school success skills.</li></ol>

## 6 PROMOTING POSITIVE BEHAVIOR

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**Program Name** Social Development Program

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<b>District</b>	Chester
<b>Grades Served</b>	K to 6
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. School code;</li> <li>2. Comprehensive (K-6) social development curriculum (SELF);</li> <li>3. Service learning;</li> <li>4. Special programs to support students;</li> <li>5. Parent involvement;</li> <li>6. School committees to support program goals.</li> </ol>

**Years in Operation** 5 Years

**Contact Name and Address**

Ms. Jane Cavanaugh  
 Chester Elementary School  
 23 Ridge Rd.  
 Chester, CT 06412  
 (860) 526-5797 Ext.

**Program Staff** School social worker, classroom teachers, special area teachers.

**Description**

Social development at Chester School is a comprehensive, multifaceted program whose goal is to create a school community where all members are responsible, respectful, safe and prepared. Specific goals have been identified in the areas of school climate, curriculum, schoolwide activities and service learning, student support and parent/community involvement. These goals are implemented through the following project components:

**Chester Code** - This code sets the expectations for behavior and the tone for a positive school climate. Our discipline process is linked both to our code and our goal for students to learn social problem-solving skills.

**"Stop, Think, and Go"** - This is our problem-solving motto and model that is taught, and used throughout the school to teach students social problem-solving and decision-making skills.

**Social and Emotional Learning Focus (SELF) curriculum** - SELF is a K-6 curriculum that has been developed by staff to teach social and emotional learning. SELF lessons are taught at each grade level. SELF teaches awareness and expression of feelings, emotional control, understanding interpersonal relationships, empathy and caring, and social problem solving and decision making. Drug and alcohol education are also included.

**Schoolwide Activities and Service Learning** - Activities in which the whole school participates are developed throughout the year to foster a greater sense of

## 6 PROMOTING POSITIVE BEHAVIOR

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**Program Name** Social Development Program

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community and to support social and emotional learning. Service learning activities are also actively promoted within the school. Activities involve either the entire school or are undertaken by specific grade levels.

Student Support - Special programs such as Project Adventure, Homework Session, Mentoring are in place to develop life and relationship skills.

Parent/Community Involvement - A parent committee meets monthly to extend the work being done in social development at school to parents and the community. Brochure available.

- Outcomes**
- (1) Improve students' interpersonal problem-solving skills.
  - (2) Decrease disciplinary intervention.
  - (3) Increase understanding of self and others with empathy for others demonstrated.
  - (4) Improve students' ability to successfully participate in cooperative learning.
  - (5) Increase on-task behavior.
  - (6) Improve analysis in content area.

## 6 PROMOTING POSITIVE BEHAVIOR

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**Program Name** Elementary School Counseling Program

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<b>District</b>	Seymour
<b>Grades Served</b>	K to 6
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<hr/> <ol style="list-style-type: none"><li>1. Written four-point program modeled after Connecticut School Counselor Association guide (includes K-6 curriculum);</li><li>2. Community services brochure "Helping Yourself in Seymour: A Guide to Programs and Services;"</li><li>3. Parent workshops; and</li><li>4. Lending library (parent/teacher and children).</li></ol> <hr/>
<b>Years in Operation</b>	17 Years
<b>Contact Name and Address</b>	<div style="border: 1px solid black; padding: 5px;"><p>Ms. Kim Leoni Seymour Public Schools 98 Bank St. Seymour, CT 06483 (203) 888-2009 Ext.</p></div>
<b>Program Staff</b>	One counselor per school.
<b>Description</b>	<p>The elementary school counseling program in Seymour is a comprehensive, four-point program that includes:</p> <ol style="list-style-type: none"><li>(1) Written curriculum (K-6) that teaches personal/social, educational and career skills to all students.</li><li>(2) Responsive services include individual and group counseling, crisis intervention, consultation, referrals.</li><li>(3) Program support activities include parent education, articulating the mission of the program to staff and community.</li><li>(4) Support for individual planning and career activities and assessments, as outlined in Connecticut's school-to-career manual.</li></ol>
<b>Outcomes</b>	<p>Program effectiveness is measured through:</p> <ol style="list-style-type: none"><li>(1) Student objectives outlined in curriculum guide.</li><li>(2) Parent, teacher, administration, student feedback.</li><li>(3) IEP goals and objectives.</li></ol>

## 6 PROMOTING POSITIVE BEHAVIOR

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**Program Name** Cultural Connections through Celebrations

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**District** Ridgefield

**Grades Served** 1

**Disability - If Special Ed. Only** N/A

**Key Features**

1. Designed to enable students to explore and celebrate their creativity;
3. Highlights community and citizenship,
4. Builds an understanding of world cultures, and
5. Involves all modalities of learning, appropriate for K-5.

**Years in Operation** 5 Years

**Contact Name and Address**

Ms. Anne Marie Sufaro Boehme  
 Scotland Elementary School  
 111 Barlow Mt. Rd.  
 Ridgefield, CT 06877  
 (203) 438-6563 Ext.

**Program Staff** Classroom teacher and three to four parents per class.

**Description** Children today are living in an interconnected and interdependent world. Cultural Connections through Celebrations is a project developed to enable students to celebrate and explore their creativity and diversity. W.H. Auden, the 20th century poet, said "Civilizations should be measured by the degree of diversity attained and the degree of unity retained." In this project, parents become companions in learning, collaborating cooperatively with the teacher to effectively formulate interdisciplinary approaches to lesson formats that motivate students to become active learners. By generating effective partnerships between the mentoring teachers and parents, students become lifelong learners. The Common Core of Learning states that "the family, as well as societal forces other than schools, plays major roles in fostering positive aspects of character." This project highlights community and citizenship to build an understanding of the uniqueness of world cultures and the similarities they share.

With the help of parents, classrooms are magically transformed into a "League of Nations" that showcase ethnic diversity. This year, first graders celebrated the cultures of China, Israel, Brazil, England and Cameroon. Every learning style and modality comes into play as children engage in hands-on, interdisciplinary activities. Students color flags, locate the country on maps, make crafts, learn songs and dances, taste foods and become familiar with new languages. They explore the celebrations and traditions unique to each country, and have an opportunity to listen to parents share their personal experiences and to handle artifacts. Follow-up activities in individual classrooms include journal writing and group discussions.

## 6 PROMOTING POSITIVE BEHAVIOR

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**Program Name** Cultural Connections through Celebrations

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Approximately 90 heterogeneously grouped first graders, 35 parents and five grade one teachers participate in Cultural Connections through Celebrations each year. This crossdisciplinary project meets the learning styles of all student including those with special needs. It is appropriate for elementary levels - kindergarten through fifth grade.

Materials unique to each culture, such as handicrafts, music, food or clothing, are provided by the parents involved, the school community and the community at-large.

Overall value: The project, developed in accordance with Common Core of Learning, provides opportunities for students, parents and teachers to come together and experience other cultures in exciting, multisensory ways that build academic skills and create a sense of community. In our highly mobile society, the first priority of the "basic school," as Ernest Boyer states, becomes "bringing people together to build community." Participation in this project strengthens students' skills in an integrated learning environment, connects everyday life experiences, and fosters respect for differences. It creates an appreciation for the cultural diversity of the world in which the children live.

- Outcomes**
- (1) Strengthens students' skills in an integrated environment.
  - (2) Connects students' everyday life experiences.
  - (3) Fosters students' respect for differences.

## 6 PROMOTING POSITIVE BEHAVIOR

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**Program Name** Leaders for the New Millennium

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<b>District</b>	Plainfield
<b>Grades Served</b>	4 to 5
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<hr/> <ol style="list-style-type: none"><li>1. Leadership training;</li><li>2. Team-building activities;</li><li>3. Community service/citizenship;</li><li>4. Peer mediation/conflict resolution; and</li><li>5. Developing responsibility.</li></ol> <hr/>
<b>Years in Operation</b>	6 Years
<b>Contact Name and Address</b>	<div style="border: 1px solid black; padding: 5px;"><p>Mrs. Doreen Melanson Moosup Elementary School 35 Church St. Moosup, CT 06354 (860) 564-6430 Ext. doreen me 1@yahoo.com</p></div>
<b>Program Staff</b>	Four faculty advisors - (three classroom teachers, one guidance counselor).
<b>Description</b>	Twelve to 15 fourth and fifth grade students are selected by their peers to serve on the "Leaders of the New Millennium Council." The council was formed to provide a forum where students could be involved in making decisions as well as assisting in setting school policies that affect the entire student body. As a result of their participation, students develop leadership skills and become role models for their peers. Students and advisors meet at least once a month during nonclass time; they engage in activities including peer mediation, community service projects, school beautification (gardens) and special event escort service.
<b>Outcomes</b>	They also learn: <ol style="list-style-type: none"><li>(1) Goal setting (long- and short-term)</li><li>(2) Interpersonal and social skills</li><li>(3) Citizenship skills</li><li>(4) Responsibility</li><li>(5) Etiquette</li></ol>

## 6 PROMOTING POSITIVE BEHAVIOR

**Program Name** PROUD (Peaceful Resolution Opens Up Doors), PACT (Peers Arbitrating Conflicts Together)

**District** Watertown

**Grades Served** 5 to 12

**Disability - If Special Ed. Only** N/A

**Key Features**

1. Gives student disputants a chance to sit face-to-face and talk uninterrupted so that each feels heard;
2. Student mediators and staff mentor training begins end of fourth grade to be ready for fifth; same for fifth and sixth grades. Trainer: Family Intervention Center;
3. Easy referral process; and
4. Effective follow-up.

**Years in Operation** 8 years

**Contact Name and Address**

Ms. Betsy Hackett  
 Watertown Public Schools  
 10 DeForest St.  
 Watertown, CT 06795  
 (860) 945-4808 Ext.

**Program Staff** 1. Flexibly scheduled staff who can call a session and mentor it, 2. drive, energy, willingness to listen.

**Description** Peer mediation began at the seventh/eighth grade level where it proved very effective and energetic, and spread upward to twelfth and downward to fifth grade at the elementary schools. Training of students and staff mentors takes place at convenient times throughout the year, including just before and after school closes for the year/opens for the year. Sometimes it takes the form of an off-campus retreat, sometimes simply two days on campus as far away from distraction as possible. Good effective mentors are crucial, as are committed, responsible, trustworthy students. Student mediators are selected through peers nominations, teacher recommendations and an interview. They wear identifying polo shirts in school proclaiming them to be peer mediators. Mediation sessions are most effective when scheduled within 24 hours of the request (especially if a heavy-duty one).

**Outcomes**

- (1) Marked reduction in physical confrontation in schools and playgrounds.
- (2) Students can achieve better academically when they can concentrate on academics rather than on gnawing problems.
- (3) Promotes leadership skills.

## 6 PROMOTING POSITIVE BEHAVIOR

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**Program Name** Peer Mediation

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<b>District</b>	West Hartford
<b>Grades Served</b>	6 to 8
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Forty students selected and trained in mediation skills;</li> <li>2. Two certified mediation skills trainers act as advisors;</li> <li>3. Ongoing skill training and development;</li> <li>4. Peer mediation room for confidential mediations;</li> <li>5. Support of administration; and</li> <li>6. High visibility in school with support of teachers, staff, students and parents.</li> </ol>

**Years in Operation** 9 years

<b>Contact Name and Address</b>	Ms. Candace Brohinsky King Phillip Middle School 100 King Phillip Drive West Hartford, CT 06117 (860) 233-8230 Ext.
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**Program Staff** Three counselors, two are certified trainers in peer mediation.

**Description** King Phillip Middle School's peer mediation program is designed to have trained students from each grade level assist disputing peers find their own solutions to their conflict. Students are selected in the fall of their sixth grade year through peer nominations, teacher recommendations, written essay and a personal interview. Once selected, sixth grade students observe seventh and eighth grade students as they facilitate mediations. All students continue to attend skill development training sessions. The referral process is available to faculty, staff, students, administrators and parents. Mediations are scheduled within two school days of receipt of referral. Mediations take place in the privacy of the mediation room during morning meeting (8:00 a.m.) or Learning Lab (12:00-1:00 p.m.) or another time when needed. The program has the full support of the administration, which is vital to its success.

1998-99	29 referrals
1997-98	25 referrals
1996-97	37 referrals

Referrals to mediation often result in administrative discipline without the peer mediation program as an intervention.

## **6 PROMOTING POSITIVE BEHAVIOR**

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***Program Name* Peer Mediation**

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**Outcomes** The peer mediation program has had a significant impact on the school environment. The empowerment of students trained to help their peers has significantly reduced the number of behavior referrals to administration, consequently reducing the number of detentions and suspensions. The school community is enhanced by the influence of young people who are trained and readily available to help their peers resolve their conflicts. (Statistics available upon request.)

## 6 PROMOTING POSITIVE BEHAVIOR

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**Program Name** Teen Outreach Program

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**District** Putnam

**Grades Served** 8

**Disability - If Special Ed. Only** N/A

**Key Features**

1. Service learning program;
2. Targets pregnancy and school failure;
3. Creates positive roles for at-risk students;
4. Provides information on teen-related issues; and
5. Empowers students.

**Years in Operation** 7 Years

**Contact Name and Address**

Ms. Philippa Paquette  
 Putnam Middle School  
 35 Wicker St.  
 Putnam, CT 06260  
 (860) 963-6920 Ext.

**Program Staff** Four adult facilitators.

**Description** This program draws its curriculum and structure from the national teen outreach program. It is a service learning program that addresses pregnancy prevention, academic success and community involvement. The curriculum covers issues such as choice making, goal setting, communication, values, friendship, dating, substance abuse and sexual risks. Participants meet weekly during school for classroom discussions, presentations and games which are led by students, faculty facilitators or invited speakers. Approximately 20 students are involved in the program. They divide into small groups for their community services at self-choice sites such as the hospital, a day-care center, a story hour and/or a senior citizen center. The group also generates a list of whole group activities they wish to support such as Crop Walk, March of Dimes, Relay for Life and Books for Prisoners.

**Outcomes**

- (1) Positive sense of empowerment in the community.
- (2) Awareness of benefits of community service.
- (3) Bonding with positive peer group and adult mentors.
- (4) Pregnancy prevention through education, alternative activities and goal development.

## 6 PROMOTING POSITIVE BEHAVIOR

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**Program Name** PRIDE Night

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**District** East Hartford

**Grades Served** 9 to 12

**Disability - If Special Ed. Only** N/A

**Key Features**

1. Motivational component to class responsibilities;
2. Opportunity for socialization; and
3. Environment conducive to appropriate social skill development.

**Years in Operation** 6 Years

**Contact Name and Address**

Ms. Mary Leger  
 East Hartford High School  
 869 Forbes St.  
 East Hartford, CT 06118  
 (860) 282-3326 Ext.

**Program Staff** Numbers vary based on volunteer participation.

**Description** Pride Night is a program offered one night per month to all students and to reward students demonstrating Personal Responsibility in Daily Effort (PRIDE). The central goal of the program is volunteerism reflected by staff involvement and community groups who frequently donate items for prizes such as CDs, movie tickets, along with various corporations who provide food, snacks and drinks. The program runs for two hours, typically on a Wednesday, and activities include open gym for basketball, volleyball and badminton; karaoke; dancing and other forms of social activity. The program is well received by staff, students and the community and strongly encourages community partnerships.

**Outcomes**

- (1) Student motivation for appropriate class performance is increased.
- (2) Opportunities for social skill development and related socialization practice are enhanced.

## 6 PROMOTING POSITIVE BEHAVIOR

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**Program Name** Peer Mentoring

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<b>District</b>	Hamden
<b>Grades Served</b>	9 to 12
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Fosters positive self-esteem;</li> <li>2. Mentoring between ninth and twelfth grade students;</li> <li>3. Peer interaction;</li> <li>4. Provides an opportunity to develop a bond of mutual respect and friendship; and</li> <li>5. Community service.</li> </ol>
<b>Years in Operation</b>	4 Years
<b>Contact Name and Address</b>	Ms. Gigi Tacinelli Hamden High School 2040 Dixwell Ave. Hamden, CT 06514 (203) 407-2040 Ext.
<b>Program Staff</b>	Faculty advisor (NHS), twelfth grade student volunteers.
<b>Description</b>	<p>National honor society students at Hamden High School recognized a need within the school community to provide a big sister/big brother program for ninth graders to foster self-esteem. Peer mentoring was created as an opportunity for ninth and twelfth graders to interact socially and academically. Upper class members involved in the program "adopt" a class and together with the classroom teacher plan and incorporate ways for a student exchange to take place. The senior students give up a study period to visit a selected ninth grade English class. They remain in the classroom for the period, or they may accompany some members of the class to the library media center to aid them in gathering research, or sit in quiet areas to review grammar and literature. This program enables students to interact with peers with various interests, backgrounds and diversity in an academic and social relationship. Most importantly, it affords the freshman and senior students a chance to form a mutual bond of friendship and respect through academic support they otherwise would not experience.</p>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>(1) Freshman and seniors develop a mutual bond of friendship.</li> <li>(2) Freshman receive both academic and social support.</li> </ol>

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

<b>Program Name</b>	<b>(SCOPE) School Community Outreach Program Exchange</b>
<b>District</b>	Madison
<b>Grades Served</b>	Pre-K to 5
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. In-school counseling (individual and small group);</li> <li>2. Social work assessment;</li> <li>3. Parent support counseling;</li> <li>4. Clinical assessment (mental health);</li> <li>5. Tutoring; and</li> <li>6. Partnership between elementary school and high school students.</li> </ol>
<b>Years in Operation</b>	7 Years
<b>Contact Name and Address</b>	Ms. Jean Schiess Menzies Madison Public School 10 Town Campus Madison, CT 064432562 (203) 245-6340 Ext.
<b>Program Staff</b>	Two full-time school social workers, one part-time parent support counselor, one part-time clinical social worker/child psychiatrist, approximately ten tutors (teachers, paraprofessionals), high school NHS "honor" students.
<b>Description</b>	This is a prevention and early intervention program that uses a collaborative approach to provide unique and innovative educational, health and mental health services to children in pre-kindergarten through fifth grade. School personnel, community service providers and parents work together to identify, assess and provide services to children who meet one of the following benchmarks: frequent visits to the school nurse, ten or more absences from school, poor academic performance, noticeable change in appearance or behavior, behavior management or disciplinary concerns, at-risk student (social, emotional or academic).
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>(1) Improved school adjustment.</li> <li>(2) Increased academic performance.</li> <li>(3) Develop appropriate social skills.</li> <li>(4) Decreased visits to school nurse.</li> <li>(5) Improved school attendance.</li> <li>(6) Increased communication and collaboration between schools, home and community.</li> </ol>

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

<b>Program Name</b> Positive Behavior Intervention Plan	
<b>District</b>	Canton
<b>Grades Served</b>	K to 3
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Includes all individuals involved with the student;</li> <li>2. Looks at behavioral intervention;</li> <li>3. Develops a dynamic plan of intervention to change behavior; and</li> <li>4. Is a workable format for school personnel.</li> </ol>
<b>Years in Operation</b>	3 Years
<b>Contact Name and Address</b>	Ms. Kathy Neuhaus Cherry Brook Primary School 4 Barbourtown Rd. Canton, CT 06019 (860) 693-7721 Ext.
<b>Program Staff</b>	One trained professional to facilitate the process.
<b>Description</b>	The BPIP process examines behavior and the circumstances under which a target behavior occurs. It incorporates skill assets and deficits, hypothesizes about the behavior, instances when it does and does not occur, and uses this information to develop a plan for behavioral change that is impeccably sound, respectful of all persons involved and is a dynamic process.
<b>Outcomes</b>	Plans are developed based on behavior data, school and parent input, taking into account all elements related to the child (intellectual, emotional, social, physical, health, communication and self-help). Plans are developed which focus on meeting the child's needs and teaching appropriate behavioral responses.

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

<b>Program Name</b>	<b>PALS (Playing And Learning Support) PMHP grant</b>
<b>District</b>	Eastford
<b>Grades Served</b>	K to 3
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Focuses on primary grade children who, with early intervention, can improve school adjustment;</li> <li>2. Uses systematic early detection and screening procedures to identify children experiencing problems that interfere with effective learning;</li> <li>3. Specifies clear behavioral goals for each child;</li> <li>4. Brings prompt, prevention-oriented help to large numbers of children through the use of a counselor assistant; and</li> <li>5. Uses a school-based team which includes teachers, administrators, parents and the school psychologist to foster home-school communication.</li> </ol>
<b>Years in Operation</b>	4 Years
<b>Contact Name and Address</b>	<div style="border: 1px solid black; padding: 5px;"> <p>Ms. Kathleen Blais                      Eastford Elementary School                      12 Westford Rd.                      Eastford, CT 06242                      (860) 974-1130 Ext.                      kblais@eastfortct.org</p> </div>
<b>Program Staff</b>	School psychologist (supervision of counselor assistant), counselor assistant.
<b>Description</b>	<p>PALS is a program for the early detection and prevention of school adjustment issues. It focuses on young children, kindergarten through grade three, who are experiencing problems that interfere with effective learning (e.g. difficulty making and/or keeping friends; low self-esteem; a tendency to act out when faced with a problem; withdrawn behavior; separation issues; lack of confidence or motivation). PALS seeks to help young children make a positive adjustment to the school experience, both educationally and socially.</p> <p>Children in PALS meet weekly with the counselor assistant, individually or in small groups. Literature, toys, games, music and other materials are used in activities that are designed to build on the skills that children have, and also to teach new social skills and problem-solving strategies. Family and parent activities are held quarterly to foster positive home-school interactions.</p>
<b>Outcomes</b>	At the end of each of the last three years, each student enrolled in the PALS program showed growth on the standardized measures used as pre- and post-test indicators. More than three quarters of those served scored above the cut-off criteria for the PALS program. Of the students who remained, many families requested that their child continue in the program for the following year.

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

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**Program Name** Age Blending for Unique Group Counseling

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<b>District</b>	RSD # 15
<b>Grades Served</b>	K to 5
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"><li>1. Involvement of senior citizens with children in small-group counseling;</li><li>2. Volunteers willing to share coping skills;</li><li>3. Strategies with children who are going through a stressful time;</li><li>4. Students learn that communication is essential to problem solving; and</li><li>5. Students learn that despite "age differences" interpersonal relationships can be good. All people have problems.</li></ol>

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**Years in Operation** 14 Years

**Contact Name and Address**

Ms. Sherida A. Cocchiola  
Gainfield Elementary School  
307 Old Field Rd.  
Southbury, CT 064882211  
(203) 264-5312 Ext.

**Program Staff** One school counselor, one senior citizen.

**Description** Age Blending for Unique Group Counseling was chosen by the state of Connecticut as a Celebration of Excellence 1990 Winner. The retired people of our Southbury community have given their time to share with students coping strategies for everyday problems. This program is opened to all families within our school each year beginning the second week of November until the first week of February. The small counseling groups consist of the school counselor, the senior volunteer and no more than five children to a group.

**Outcomes** (1) To increase all aspects of student awareness in a nonthreatening setting through shared dialogue.  
(2) To use the appropriate problem-solving skills offered by the volunteer in solving their own similar problems.

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

<b>Program Name</b> Learning Center Program (SED Elementary)	
<b>District</b>	West Hartford
<b>Grades Served</b>	K to 5
<b>Disability - If Special Ed. Only</b>	SED
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Behavior management and assessment;</li> <li>2. Academic evaluation and remediation;</li> <li>3. Individual and group counseling/social skills training;</li> <li>4. Transdisciplinary team approach; and</li> <li>5. Home behavior management program.</li> </ol>
<b>Years in Operation</b>	7 Years
<b>Contact Name and Address</b>	Ms. Andrea Einhorn Braeburn Elementary School 28 South Main St. West Hartford, CT 06107 (860) 523-3500 Ext. andreaeinhorn@whps.org
<b>Program Staff</b>	Four teachers, four paraprofessionals.
<b>Description</b>	<p>The Learning Center Program at Braeburn Elementary Schools is a townwide program integrating counseling, social skills and academics on an individualized basis for students who have been identified as having severe emotional difficulties. Referrals may be received from any of the town's 11 elementary schools. Each referral is a process involving (1) consultation by the Learning Center team; (2) assessments by various professionals, including consulting psychiatrist, psychologist, social worker and teachers; and (3) completion of a functional behavior analysis and behavior intervention plan by the sending school. A PPT meeting is held prior to the student's program entrance for the purpose of writing an individualized education plan (IEP) addressing both academic and behavioral goals and short-term objectives. The long-range goal of every student is the successful return to his or her home school.</p> <p>Students who enter the Learning Center Program remain in the Learning Center setting for a number of days so that behaviors of concern can be addressed in a predictable, highly structured environment. Behavioral progress signals the beginning of the student's gradual inclusion into the mainstream for academics.</p> <p>For those students who enter the regular classroom, the Learning Center staff provides direct support in the form of continuous monitoring of pupil progress and team teaching in the classroom. Collaborative efforts with regular classroom teachers are considered essential in creating learning environments in which all Learning Center students can succeed. Using data analysis and curriculum based</p>

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

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**Program Name** Learning Center Program (SED Elementary)

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assessment, a student's progress is monitored on a daily basis. Behavioral interventions and teaching methods and materials are modified when necessary to ensure optimum growth in those areas indicated in the IEP.

An important feature of the Learning Center Program is individual and group counseling and social skills training provided by the Learning Center psychologist and social worker. Students spend 45 minutes to one hour each week engaged in role-play, dramatizations and other cooperative activities that address topics such as listening, identifying feelings, conflict resolution, cooperation and dealing with anger. Success is measured by the transfer of newly taught skills into a student's behavioral repertoire and their demonstration and application in various settings such as the classroom, lunchroom or playground.

A final but vital component of the Learning Center Program is home-school collaboration. Since communication with home is considered an important element in changing problematic behaviors, parents are informed of student's performance via daily progress notes. Home visits are made frequently in an effort to maintain parental interest and involvement in school and to implement, when deemed necessary, home behavior management programs.

In addition to the direct service provided to students in the Learning Center Program, Learning Center staff provide indirect service or consultation to classroom teachers townwide regarding student problems related to learning and behavior. Consultation may involve addressing behavior problems in a single classroom, or addressing the topic of behavior management on a larger scale, through the presentation of staff seminars and workshops.

- Outcomes**
- (1) Ultimately, successful integration at Braeburn Elementary and eventual return to one's home school.
  - (2) Mainstreaming, whenever possible, for academic subject areas - Learning Center Program goals are aligned with the West Hartford Essential Curriculum.
  - (3) Social competence - the ability to integrate appropriately with one's peers in the general education setting.

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

<b>Program Name</b> Dining Club/Recess Club	
<b>District</b>	Putnam
<b>Grades Served</b>	3 to 5
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Daily contact with significant adults in a relaxed social setting;</li> <li>2. Proactive intervention using adult and peer models; and</li> <li>3. Opportunities to practice positive social skills (e.g., conflict resolution) in an authentic learning environment.</li> </ol>
<b>Years in Operation</b>	4 Years
<b>Contact Name and Address</b>	Ms. Carol Arnold Putnam Elementary School 33 Wicker St. Putnam, CT 06260 (860) 963-6925 Ext.
<b>Program Staff</b>	One to three staff working directly with an identified group of students 15 to 45 minutes per day.
<b>Description</b>	<p>The program began as a response to a need to provide more proactive types of intervention for students who had difficulties interacting with adults and students, particularly in unstructured settings (e.g., as in the cafeteria, at recess). Our intent was to provide students with models of the appropriate behavior and reinforce some of the characteristics we were promoting through the Character Counts in Putnam program.</p> <p>Initially, the program was designed to identify and focus on eight to ten students at a selected grade level who could benefit from daily contact with a significant adult figure. This adult would guide and model appropriate social behaviors while eating as well as at play.</p> <p>Gradually, peer models were incorporated into the group which has grown to 15. School and community guests, students and other adults are invited to lunch/recess on a regular basis. Currently, one teacher works with students at lunch and recess via our Dining Club/Recess Club, and our school psychologist has been enlisted to work with identified students from a different grade level at recess only.</p> <p>Since its inception, results have been positive in the area of social behavior.</p>
<b>Outcomes</b>	By participating in the program, students will demonstrate more appropriate social behavior in the cafeteria and at recess, as indicated by the number of discipline referrals to the office.

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

<b>Program Name</b>	<b>Academic and Community Experience Program (ACE)</b>
<b>District</b>	New Britain
<b>Grades Served</b>	6 to 8
<b>Disability - If Special Ed. Only</b>	SED
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Individual and small group tutoring.</li> <li>2. Daily core academic instruction session: reading, language arts, math, science, social studies.</li> <li>3. Weekly community service: district preschool and kindergarten class volunteers.</li> <li>4. Weekly therapeutic recreation: Community YMCA.</li> <li>5. Weekly social work services: individual and group counseling.</li> </ol>
<b>Years in Operation</b>	4 Years
<b>Contact Name and Address</b>	Mr. Carl Gross New Britain Board of Education P.O. Box 1960, One Liberty Sq. New Britain, CT 060501960 (860) 827-2263 Ext.
<b>Program Staff</b>	Two special education teachers, two special education paraprofessionals, two tutors, one social worker.
<b>Description</b>	<p>The Academic and Community Experience (ACE) Program is an alternative, middle school special education program for students with serious emotional disturbance, particularly conduct disordered adolescents. The program offers an alternative approach to traditional self-contained special education classes for students at risk for more restrictive, out-of-district program placements. Students are referred by Planning and Placement Teams for placement in ACE. PPT and ACE team members confer regarding each referral. If a student's needs appear to be well-matched to the program, then the student and his/her family enter into a "contract" which addresses a behavior management system. The students receive academic instruction each morning from a special education teacher with the assistance of a tutor and a paraprofessional. A social worker assigned to ACE provides individual and group counseling, coordinates case management and various class programs. Two afternoons each week the students volunteer to assist in district preschool and kindergarten classes. Two afternoons the students participate in therapeutic recreation and character-building activity at the YMCA. Field trips to additional community sites and agencies are regularly scheduled to orient students to community citizenship and to begin their transition to adult community and workplace expectations.</p>

## **7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS**

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**Program Name** Academic and Community Experience Program (ACE)

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**Outcomes** End of year data and current progress indicate significant student outcomes:

- (1) Increased school attendance.
- (2) Improved academic grades.
- (3) Greater parental involvement.
- (4) Increased average time on task.
- (5) Increased socialization skills.
- (6) Successful transition to high school.

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

<i>Program Name</i>	<b>Buttons Unlimited</b>
<b>District</b>	RSD # 16
<b>Grades Served</b>	6 to 8
<b>Disability - If Special Ed. Only</b>	All
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Make and sell pins and magnets;</li> <li>2. Banking skills;</li> <li>3. Organization and inventory;</li> <li>4. Long- and short-term planning (promote sales through generating ideas and advertising); and</li> <li>5. Teamwork and responsibility.</li> </ol>
<b>Years in Operation</b>	9 Years
<b>Contact Name and Address</b>	Mrs. Kristine Doucette Long River Middle School Columbia Ave. Prospect, CT 06712 (203) 758-4421 Ext. 148
<b>Program Staff</b>	Resource room teacher.
<b>Description</b>	<p>"Buttons Unlimited" is a business that is run by the resource room students at Long River Middle School. Initiated in 1992, its primary goal is to raise money to donate to the Prospect and Beacon Falls food bank. Prior to 1992, it was simply a behavior modification program, where the students earned a chance to make a button with a button machine. This generated the idea, by one of the students, that we could make and sell them to the student body during lunch waves. Thus, "Buttons Anyone" (later renamed "Buttons Unlimited") was developed. During the first few years, some of the proceeds were used to expand the business (the button machine was upgraded, other designs were purchased, and magnets became available, in addition to pins). Students who participate in running the business must meet designated behavioral standards. Students may choose to make and/or sell pins and magnets. Hidden among the fun and excitement of raising money for a good cause, is a project that teaches a variety of skills including banking, inventory, organization, long- and short-term planning, teamwork and responsibility. Each year, either a designated student-project coordinator or a small group of students become more active in running the business by helping to promote sales through generating ideas and advertising. They have greater responsibilities in overseeing organization and inventory of materials, and preparing banking figures (money collected with amount sold). The project coordinator may assist the resource room teacher with keeping the books and ordering. Donations</p>

## **7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS**

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***Program Name*** **Buttons Unlimited**

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are made to the region's food banks at the end of each school year.

- Outcomes**
- (1) Donate all monies raised to the district's food banks.
  - (2) Improve teamwork and responsibility.
  - (3) Learn banking and marketing skills.
  - (4) Improve planning and organizational abilities.

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

<b>Program Name</b> Renaissance Program	
<b>District</b>	Waterford
<b>Grades Served</b>	6 to 8
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Point behavioral system;</li> <li>2. Daily group meetings;</li> <li>3. Bi-weekly school reports (to parents);</li> <li>4. St. Francis-Links partnership; and</li> <li>5. Incorporated sixth, seventh and eighth grade curriculum.</li> </ol>
<b>Years in Operation</b>	6 Years
<b>Contact Name and Address</b>	Mr. Arthur Peluso Clark Lane Middle School 105 Clark Lane Waterford, CT 06385 (860) 443-2837 Ext. Apeluso@waterford-schools.org
<b>Program Staff</b>	One classroom teacher, one paraprofessional, one (two class periods) tutor, one school psychologist, one school social worker, one (St. Francis-Links liaison).
<b>Description</b>	The Renaissance Program is a safe and supportive educational setting where students, who have experienced significant difficulty in more traditional educational settings, are given the opportunity to meet academic success and social-emotional growth. The program is for special education students as well as nonspecial education students from the sixth, seventh and eighth grades at Clark Lane Middle School. The main goal of the program is to provide students with skills and behaviors necessary for success in the regular classroom. The Renaissance Program works in partnership with the Thames Valley Clinical Day Program in Norwich. This partnership, known as Links, provides the program with additional support, diagnostic consultation and evaluation services and further programming options.
<b>Outcomes</b>	To provide students with skills and behaviors necessary for academic and social success in the regular classroom setting.

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

<b>Program Name</b> Off-Campus Program	
<b>District</b>	West Hartford
<b>Grades Served</b>	6 to 12
<b>Disability - If Special Ed. Only</b>	SED
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Small structured special education classes;</li> <li>2. Individual, group and family counseling;</li> <li>3. Vocational classes and work experience; and</li> <li>4. Strong school, home and community collaboration.</li> </ol>
<b>Years in Operation</b>	18 Years
<b>Contact Name and Address</b>	Dr. Anna Forlenza-Bailey Off Campus Program 11 Wampanoag Dr. West Hartford, CT 06117 (860) 714-9227 Ext.
<b>Program Staff</b>	Three teachers, one teaching assistant per ten students, two full-time school social workers, one part-time vocational teacher/counselor.
<b>Description</b>	The Off-Campus Program is West Hartford's alternative secondary/middle school program for students with social, emotional and behavioral difficulties who have been unsuccessful in their home school. The program accommodates a maximum of 30 students (10 students at the middle school level and 20 at the high school level). The Off-Campus Program is a therapeutic day school that stresses the integration of education and counseling services. All students have group counseling daily and individual counseling at least once a week. Intensive collaborations with families is considered necessary and family counseling is offered, if it is appropriate. Students are able to take all core classes required for graduation along with some electives. The goal of the program is to help students become successful in school.
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>(1) Students develop coping strategies to transition back to mainstream classes.</li> <li>(2) Students identify their strengths and weaknesses and develop strategies to cope with learning and behavioral difficulties.</li> <li>(3) Students learn to use support systems to help foster successful academic and social growth.</li> <li>(4) Students learn to use peer support and feedback to solve problems and difficult situations.</li> </ol>

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

<b>Program Name</b> Partners in Education/EARS and You Are Not Alone	
<b>District</b>	Montville
<b>Grades Served</b>	7 to 8
<b>Disability - If Special Ed. Only</b>	N/A (at risk for drug use)
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Community volunteers, led by Partners in Education and Rotary, come into the school as listeners for identified at-risk students;</li> <li>2. Screened, trained and debriefed by pupil personnel staff;</li> <li>3. An "Al-A-Teen on campus;"</li> <li>4. Confidential group of special education and regular students run by school psychologist and guidance counselor weekly; and</li> <li>5. Students learn strategies for coping with problems at home that draw their attention away from academics.</li> </ol>
<b>Years in Operation</b>	3 Years
<b>Contact Name and Address</b>	<div style="border: 1px solid black; padding: 5px;">                     Ms. Rosemary Ermini                      Swift Jr. High School                      Colonial St.                      Oakville, CT 06779                      (860) 945-4830 Ext.                 </div>
<b>Program Staff</b>	Coordinator for EARS, group facilitators for You Are Not Alone.
<b>Description</b>	<p>The need to be listened to is a common thread in each program: one is passive, the other active in its problem-solving mode.</p> <p>EARS was suggested by a caring former school principal who engaged one of her Partners in Education members in a project of soliciting listeners - from her own business, from Rotary and from the Seniors. In one sense, it is like Big Brothers/Big Sisters with the walls. It is informal, works equally well for special education and regular education students.</p> <p>You Are Not Alone, like EARS, meets weekly in small confidential groups using the Al-A-Teen model. Students have in common a close relative who is an active alcoholic or other-drug user. Referrals to outside counseling are made, if appropriate.</p>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>(1) Increased sense of belonging, confidence and empowerment.</li> <li>(2) Academic catch-up and/or gains seen when students are no longer distracted by home problems.</li> </ol>

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

<b>Program Name</b> Mediation Center - Manchester Regional Academy	
<b>District</b>	Manchester
<b>Grades Served</b>	7 to 12
<b>Disability - If Special Ed. Only</b>	SED
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Conflict resolution/mediation;</li> <li>2. Time out;</li> <li>3. Counseling support;</li> <li>4. Record keeping - discipline data; and</li> <li>5. Support/structure.</li> </ol>
<b>Years in Operation</b>	7 Years
<b>Contact Name and Address</b>	Mr. Jack Peak Manchester Regional Academy 665 Wetherell Street Manchester, CT 06040 (860) 647-3495 Ext. b94jpeak@ci.manchester.ct.us
<b>Program Staff</b>	One full-time coordinator, duty teachers, counseling support.
<b>Description</b>	<p>Self-management skills are taught in every classroom and through our mediation center. Students are counseled regarding their behavior and taught self-evaluation skills. Emphasis is placed on developing strategies for coping with daily stressors and on resolving conflicts. Counseling and support are continuously available through the mediation center.</p> <p>Serious behavior difficulties that cannot be resolved quickly in the classroom are referred to the center. Students receive counseling regarding behavior and complete a ten-minute time-out. Closure must be reached with sending teachers before students return to their regular schedule.</p> <p>Students who have conflicts with peers, have issues with staff or have any concern that is preventing them from being successful in class may report to the mediation center for assistance. Students who exhibit disruptive behavior in class may be required to report to the mediation center for a time-out and to work at resolving the issue. Students who are sent to mediation may not leave until they satisfactorily resolve the issue with the referring staff member.</p>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>(1) Increased awareness of personal interaction problems.</li> <li>(2) Familiarity with conflict-resolution skills.</li> <li>(3) Decreased acting out and aggressive behavior.</li> </ol>

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

<b>Program Name</b> Behavior Analyst Guidelines	
<b>District</b>	East Hartford
<b>Grades Served</b>	9 to 12
<b>Disability - If Special Ed. Only</b>	SED/Conduct Disorder
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Offers direct support to students;</li> <li>2. Limits time out of class;</li> <li>3. Provides the opportunity for conflict resolution; and</li> <li>4. Supports development of appropriate strategies for maintaining success in the classroom.</li> </ol>
<b>Years in Operation</b>	4 Years
<b>Contact Name and Address</b>	Dr. Edward Orszulak East Hartford High School 869 Forbes St. East Hartford, CT 06118 (860) 282-3274 Ext.
<b>Program Staff</b>	One full-time position per program or creatively reassign duty or obligations.
<b>Description</b>	<p>The behavior analyst at East Hartford High School provides primary disciplinary support within the regular education and special education alternative settings. Specific issues addressed will include, but are not limited to, problems with:</p> <ol style="list-style-type: none"> <li>1. Attendance: make home visits, track down class cuts, follow up with detention cuts.</li> <li>2. Tardiness: work in the halls to encourage prompt class attendance, support the building effort to limit passes.</li> <li>3. Disturbing classroom behavior: support the "time-out" resource procedures with "remove-remediate-return."</li> <li>4. Mediation among students and staff: morning meetings as appropriate with student and staff.</li> <li>5. Programming strategies and design: work directly with students on identification of problem behaviors, related positive and negative consequences; and</li> <li>6. Communication.</li> </ol> <p>Depending on individual needs, the behavior analyst will focus on identifying key attributes of disturbing behaviors and work with students to design agreed upon solutions. Often, it will be critical to include classroom teachers in these strategies. Communication among students, parents and staff members will be emphasized.</p>
<b>Outcomes</b>	Students will be afforded the opportunity to regain their composure through direct contact with the behavior analyst. As such, there will be less disruption within the learning environment, increased focus on the goals and objectives of class and the maintenance of success and achievement on a consistent basis.

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

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**Program Name** LIFE (Lifelong Initiatives For Education) Academy Program

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**District** East Hartford

**Grades Served** 9 to 12

**Disability - If Special Ed. Only** N/A

**Key Features**

1. Flexible scheduling;
2. Coordinate employment opportunities; and
3. Character education component.

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**Years in Operation** 5 Years

**Contact Name and Address**

Dr. Edward Orszulak  
East Hartford High School  
869 Forbes St.  
East Hartford, CT 06118  
(860) 282-3274 Ext.

**Program Staff** One teacher and three instructional tutors.

**Description** The East Hartford High School LIFE Academy program is designed to offer intensive academic instruction on a daily basis to students who have exhibited patterns of behavior that are significantly disruptive to the learning environment and, as such, have failed to achieve success. This program is exit oriented in nature in that students will be allowed to complete their graduation requirements through this program.

Students will receive intensive instruction in the academic areas of English, mathematics, science, social studies, health and work experience. Four levels of instruction will be provided with supplemental materials to ensure all participants have the opportunity to complete all Board of Education requirements for graduation. Materials will be provided and/or upgraded as needed.

**Outcomes** Through this program, students are able to stabilize their turbulent academic/social behavior and maintain focus on district goals for graduation.

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

<b>Program Name</b>	<b>Satellite/Links</b>
<b>District</b>	Waterford
<b>Grades Served</b>	9 to 12
<b>Disability - If Special Ed. Only</b>	Targeted for SED but also open to students with and without handicapping conditions
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Prepares students for life beyond high school;</li> <li>2. Strong school-to-work component; and</li> <li>3. Includes classes from pre-employment skill building to supervised employment and job shadowing.</li> </ol>
<b>Years in Operation</b>	5 Years (14 without day treatment component)
<b>Contact Name and Address</b>	Mr. Rick Dematto Waterford High School Rope Ferry Road Waterford, CT 06385 (860) 444-5802 Ext.
<b>Program Staff</b>	One full-time teacher, one full-time aide, two part-time teachers, (.25 FTE each), clinician (.15), school social worker (.15), school psychologist (.15).
<b>Description</b>	Satellite is designed to be a safe, secure educational setting in which moderately to severely emotionally disturbed students can succeed. Satellite is the link between the Thames Valley Clinical Day School (TVCDS) and the continuum of educational settings provided at Waterford High School. Satellite is directly connected to the TVCDS. The purpose for forming this relationship is to be able to support students whose needs are greater than can be provided for in Satellite. The relationship has the following advantages: Referral to the TVCDS is expeditious, getting help to students who need it quickly. Short-term, solution-focused treatment and expeditious return to Satellite. Team approach to referral, treatment and return, a collaborative effort between public and private sector.
<b>Outcomes</b>	The most significant outcomes have been a reduction in the length of stay at the Elmcrest TVCDS. <ol style="list-style-type: none"> <li>(1) The drop-out rate has fallen for students.</li> <li>(2) Mainstreaming of satellite students has remained stable.</li> <li>(3) The majority of satellite students graduate from high school.</li> </ol>

## 7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS

<b>Program Name</b> Outdoor Challenge Course	
<b>District</b>	Watertown
<b>Grades Served</b>	9 to 12
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Series of outdoor challenge course activities (low and high ropes, rappelling), used as both a reward and an extension of social skills curriculum;</li> <li>2. Local youth organization trains and supports; and</li> <li>3. From full group, a cadre of students with leadership potential is identified to serve as mentors for 5th and 6th grade students in need of social skills, bonding, trusting.</li> </ol>
<b>Years in Operation</b>	4Years
<b>Contact Name and Address</b>	<div style="border: 1px solid black; padding: 5px;">                     Ms. Betsy Hackett                      Watertown Public Schools                      10 DeForest St.                      Watertown, CT 06795                      (860) 945-4808 Ext.                 </div>
<b>Program Staff</b>	One to plan logistics of time, lunch, buses, etc.; two to supervise and cheer on; "Y" or other certified staff.
<b>Description</b>	A contract was drawn up with a local youth organization to plan for and provide three fall and three spring outdoor activities for alternative school students that would directly relate to the Pillars of Character being practiced in our schools. Some students displayed immediate, hitherto unknown leadership and problem-solving skills; others needed a "prerequisite" outdoor session to learn to work together, cooperate and problem solve. Students and supervising staff participated anywhere from two to four hours as skills increased.
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>(1) Marked skill enhancement carried over immediately to school improvement.</li> <li>(2) Motivation to perform appropriately in academics, and behaviorally, increased.</li> <li>(3) Leadership potential carried over into school setting.</li> </ol>

## 8 HEALTH PROMOTION; SAFE AND HEALTHY SCHOOL ENVIRONMENT

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**Program Name** Drug Free Fairs

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**District** Hamden

**Grades Served** K to 12

**Disability - If Special Ed. Only** N/A

**Key Features**

1. Substance abuse intervention;
2. Peer counselors;
3. Substance abuse trained peers;
4. Promotion of positive self-esteem; and
5. Community service.

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**Years in Operation** 17 Years

**Contact Name and Address**

Ms. Gigi Tacinelli  
 Hamden High School  
 2040 Dixwell Ave.  
 Hamden, CT 06514  
 (203) 407-2040 Ext.

**Program Staff** Faculty advisor (NHS), school social worker, student volunteers.

**Description** This national honor society program uses peer education/peer counseling to address the problem of substance abuse among elementary students in Hamden. Students are trained as peer teachers and counselors by the school social worker and members of the Hamden Youth Services Bureau. They visit each of the nine elementary schools in town to educate youngsters about the dangers of drugs. High school students learn the value and reward of community service through their volunteerism and they experience positive self-esteem as mentors and teachers. Elementary students hear directly from high school students about the risks involved in experimenting with addictive substances. They are eager to listen to these older students and subsequently more willing to heed their warning. Started by one student more than ten years ago and managed by the national honor society, it continues to be an effective tool in the war on drugs.

**Outcomes** Substance abuse intervention through the effective use of trained peer counselors/teachers and the promotion of positive self-esteem.

## 9 SPECIAL EDUCATION SERVICE DELIVERY: LEARNING AND INSTRUCTION

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**Program Name** Integrating the Autistic Child into the Mainstream Classroom

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**District** Ridgefield

**Grades Served** K to 3

**Disability - If Special Ed. Only** Autism

**Key Features**

1. Case manager to observe and consult;
2. Monthly meetings of members of the program team;
3. ABA-trained paraprofessional; and
4. Teacher training precepts and practices.

**Years in Operation** 5 Years

**Contact Name and Address**

Mr. Frank Ciancio  
 Ridgebury Elementary School  
 112 Bennetts farm Rd.  
 Ridgefield, CT 06877  
 (203) 438-6555 Ext.

**Program Staff** Case manager, paraprofessional, teacher, guidance counselor, principal, parent.

**Description** Currently the program applies to two boys, both diagnosed as autistic, both able to communicate verbally; one is in second grade, the other in a half-day kindergarten program. Each is assigned a paraprofessional trained in ABA techniques. The paraprofessional for the kindergarten child meets with him after school at his home or in school to conduct discrete trials. Such after-school assistance for the second grade boy has been discontinued since he began a full school day in first grade. Both paraprofessionals have been assigned to work with the boys according to their individual needs during the summer. A case manager, assigned by the director of special education and trained in ABA techniques, observes classes monthly and serves as a consultant to parents, teachers and administrators. The guidance counselor coordinates monthly meetings to assess progress and set short-term goals.

**Outcomes** The focus of all efforts is to maintain the student in the class with the same intensity of instruction received by regular education students. The long-term goal is to decrease external supports to the point that only teacher modifications are necessary for the student to function in the classroom. Toward that end, a second grader currently takes all instructional clues and direction from the classroom teacher.

Short-term goals are set at each monthly meeting depending on the progress and needs of the student. These have included:

- (1) Increased appropriate response to the classroom teacher.
- (2) Improved social interaction.

## **9 SPECIAL EDUCATION SERVICE DELIVERY: LEARNING AND INSTRUCTION**

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***Program Name*** **Integrating the Autistic Child into the Mainstream Classroom**

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- (3) Improved handwriting.
- (4) Adjustment to new situations.

## 9 SPECIAL EDUCATION SERVICE DELIVERY: LEARNING AND INSTRUCTION

<b>Program Name</b> Elementary Special Education Resource Room	
<b>District</b>	Tolland
<b>Grades Served</b>	1 to 4
<b>Disability - If Special Ed. Only</b>	LD, SED, MR (Intellectual Disability)
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Multiple computers in the resource room;</li> <li>2. Extensive use of straight word processing, specialized word processing applications such as talking word processors, and word prediction software to aid in written work completion;</li> <li>3. Students are taught to use computers as research and information gathering tools;</li> <li>4. Students have more options in accessing standard curriculum materials on the computer through the use of scanning and OCR work; and</li> <li>5. Alternative input devices (such as Intelikeys keyboards, trackballs, etc.) are an option, if needed.</li> </ol>
<b>Years in Operation</b>	7 Years
<b>Contact Name and Address</b>	Ms. Annette Roberts Parker Memorial School 104 Old Post Rd. Tolland, CT 06084 (860) 870-6875 Ext.
<b>Program Staff</b>	No additional certified staff are needed beyond the existing classroom teachers. Paraprofessionals and/or volunteers are extremely helpful in the areas of training students, monitoring students and word processing of students' daily assignments into the computer.
<b>Description</b>	<p>Computers are very effective motivation tools that help address a host of specialized student needs in a way that simply was not possible a decade or so ago. The entire resource room program capitalizes on the fact that computers can greatly enhance student productivity.</p> <p>To overcome obstacles with student written work production, written work required for the day is entered into the room's computers prior to the students entering class. To the degree that it is needed (and this does vary from student to student) students will complete portions of their daily work on the computer. Individual needs are further met through the use of specialized input devices, talking word processors and word prediction software. With the help of a paraprofessional and parent volunteers, students are trained to access information using research software and the internet. Standard curriculum materials, such as spelling books, are being converted to a file format through scanning and OCR.</p>

## 9 SPECIAL EDUCATION SERVICE DELIVERY: LEARNING AND INSTRUCTION

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**Program Name** Elementary Special Education Resource Room

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Special education students, as well as regular education students, are offered the option of completing standard curriculum assignments on the computer. Skill drill and reinforcement does not constitute a major component of this computer usage program.

The approach described here requires an extensive commitment. Teachers interested in trying this should expect to spend many hours (outside of school hours) developing and implementing this program. This approach does not "save" teachers time.

One of the most often heard limitations noted by interested staff is "I only have one computer in my room." [Multiple computers (four to ten per classroom) are essential to the operation of my classroom, but only three were purchased with Board of Education funds. Another 18 were obtained through the rigorous pursuit of donations and grant funds.]

- Outcomes** Teachers who embrace the use of computers notice the following student outcomes:
- (1) Less off-task classroom behavior.
  - (2) Greatly increased motivation towards completing their written work.
  - (3) An increase in the percentage of written work completed daily.
  - (4) Improved competency as a result of more completed reinforcement activities.
  - (5) Improved self-esteem due to the students' increased productivity and improved computer skills.
  - (6) Students have more positive classroom and learning experiences due to increased production and motivation.

## 9 SPECIAL EDUCATION SERVICE DELIVERY: LEARNING AND INSTRUCTION

<b>Program Name</b> Pathways II Collaborative: EHPS and The Children's Center of Hamden	
<b>District</b>	East Haven
<b>Grades Served</b>	1 to 12
<b>Disability - If Special Ed. Only</b>	SED
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Therapeutic community, student and family counseling, parent support groups;</li> <li>2. Use of social cognitive intervention strategies to improve student behavior;</li> <li>3. Curriculum reflects goals and standards outlined in the Connecticut frameworks; and</li> <li>4. Students have access to East Haven's general curriculum.</li> </ol>
<b>Years in Operation</b>	4 Years
<b>Contact Name and Address</b>	Ms. Mary Acquarulo East Haven Public Schools 200 Tyler St. East Haven, CT 06512 (203) 468-3311 Ext.
<b>Program Staff</b>	Administrator, assistant principal, social workers, crisis counselors, teachers.
<b>Description</b>	<p>The Pathways Program for students with serious emotional disturbance has been designed to re-educate students and to facilitate a successful return to the mainstream environment. It has been developed out of the belief that given the proper programming, students can develop a set of intrinsic controls upon which they will be able to independently rely.</p> <p>Upon entry into the program, staff assist students in identifying the coping skills and learning strategies that are currently interfering with their school success. Once identified, staff, parents and students work cooperatively to develop a more effective set of skills and strategies to use in their place.</p> <p>In order for this to be achieved, it must be clear, to both staff and students, that the self-contained environment is a means to an end, and not simply a place to house students who disrupt others. It is a place for students to develop an effective and socially appropriate set of coping skills, and a place to learn to make use of a more extensive repertoire of learning strategies.</p>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>(1) Mainstreaming.</li> <li>(2) Amelioration of academic deficits.</li> <li>(3) Improved attendance.</li> <li>(4) Improved social and behavioral skills.</li> <li>(5) Increased involvement in academic program.</li> </ol>

## **9 SPECIAL EDUCATION SERVICE DELIVERY: LEARNING AND INSTRUCTION**

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***Program Name*** Pathways II Collaborative: EHPS and The Children's Center of Hamden

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(6) Increased sense of personal responsibility.

## 9 SPECIAL EDUCATION SERVICE DELIVERY: LEARNING AND INSTRUCTION

<i>Program Name</i>	<b>Life Skills Program</b>
<b>District</b>	Private Facility: Elizabeth Ives School
<b>Grades Served</b>	4 to 8
<b>Disability - If Special Ed. Only</b>	MR (Intellectual Disability), SED
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Functional academics;</li> <li>2. Socialization skills;</li> <li>3. Character development;</li> <li>4. Exposure to community activities; and</li> <li>5. Promote independence.</li> </ol>
<b>Years in Operation</b>	11 Years
<b>Contact Name and Address</b>	Ms. Betty Sword Elizabeth Ives School 700 Hartford Tpke. Hamden, CT 06517 (203) 281-1148 Ext.
<b>Program Staff</b>	Teacher, teaching assistant in each classroom.
<b>Description</b>	Specialized life skills training is available for students who require intensive preparation for independent living. Functional academics, socialization, language and life skills are taught in three integrated classrooms and applied in community settings. Exposure to community activities enhances students' personal competence and independence, helping them with the transition to future vocational placements.
<b>Outcomes</b>	Students are prepared to enter a prevocational classroom appropriate for future integrated living.

## 9 SPECIAL EDUCATION SERVICE DELIVERY: LEARNING AND INSTRUCTION

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**Program Name** STARS (Students That Achieve Raised Scores)

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**District** Watertown

**Grades Served** 5 to 6

**Disability - If Special Ed. Only** All

**Key Features**

1. Recognition of students who increase grades;
2. Recognition includes certificates, other identifiers and small prizes, (e.g., selecting from a box of paperback books); and
3. Names prominently displayed in school.

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**Years in Operation** 6 Years

**Contact Name and Address**

Ms. Janice Pond  
 Heminway Park School  
 Heminway Park  
 Watertown, CT 06795  
 (860) 945-4860 Ext.

**Program Staff** Whole school community.

**Description** See key features.

**Outcomes**

- (1) Visible pride and pleasure when called up to receive their awards.
- (2). Maintenance of gains longitudinally.
- (3). Special education students are motivated to interact with and succeed like their regular education peers.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

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**Program Name** Paraeducator Seminars: The Importance of Ongoing Communication and In-Service Training

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**District** Canton

**Grades Served** Pre-K to 3

**Disability - If Special Ed. Only** All

**Key Features**

1. Setting up a paraeducator seminar program;
2. Topics related to special education disabilities;
3. Topics related to special education programs;
4. Topics related to general school policy; and
5. Ongoing communication and student benefits.

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**Years in Operation** 8 Years

**Contact Name and Address**

Ms. Shelley Lloyd  
 Cherry Brook Primary School  
 4 Barbourtown Rd.  
 Canton, CT 06019  
 (860) 693-7721 Ext.  
 ShelleyHL@AOL.com

**Program Staff** Member of professional staff to act as facilitator and coordinator.

**Description**

Paraeducators are an increasingly important part of the provision of special education services in an inclusive model. Just five years ago, our school had only three paraeducators. We now have 21. Professional staff and administrators have recognized the need for an ongoing forum to provide both services and communication to paraeducators. We have set up a weekly model where paraeducators meet together along with a facilitator from the special education staff. There are several goals to these meetings. Information regarding special education policies and procedures is shared (e.g. confidentiality, record keeping). Information regarding school district and school policies are discussed (e.g. universal health precautions, specific school rules and policies). In-service training regarding special education disabilities is provided (topics have included inclusion, autism, positive behavior intervention, speech and language disabilities, role of the occupational therapist, learning disabilities, social problems). In addition, outside resources such as Rich Lavoie's videos about learning disabilities have been used to facilitate discussions. Paraeducators are encouraged to share information from conferences with their colleagues. This comes in the form of strategies that are successful with students in the classroom, as well as information from conferences that paraeducators attend outside of school. We feel that this forum is a way to help the paraeducators provide a consistent program from classroom to classroom. They have the opportunity to share information, ask questions, and learn about topics related to their jobs.

## **10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION**

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**Program Name** Paraeducator Seminars: The Importance of Ongoing Communication and In-Service Training

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- Outcomes**
- (1) Paraeducators provide consistent support for students across the many classrooms they serve because they are receiving consistent information.
  - (2) The sharing of ideas provides paraeducators with successful strategies to use with their students in their classrooms.
  - (3) Paraeducators become knowledgeable about special education disabilities and the strategies used for the students in our school.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

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**Program Name** Mountain to Mohammed

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**District** Watertown

**Grades Served** Pre-K to 5

**Disability - If Special Ed. Only** N/A

**Key Features** Collaboration between school psychologist and SLP results in a series of social and communicative steps culminating in full, regular classroom activities.

**Years in Operation** 5 Years

**Contact Name and Address**

Ms. Betsy Hackett Watertown Board of Education 10 DeForest St. Watertown, CT 06795 (860) 945-4808 Ext.
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**Program Staff** School psychologist, speech/language pathologist.

**Description** This program requires collaboration between the school psychologist and speech/language pathologist (SLP) who are willing, energetic and comfortable enough to work together as well as with classroom groups. Using social stories and other appropriate social skills change-agent activities, the school psychologist and SLP plan an approach that responds to social skill needs and communication needs of the target student directly in the student's classroom. Example 1: SLP and psychologist planned highly visual lessons on pragmatics; then created game format with student on computer; and taught the student how to play. He, in turn, teaches his classmates the games using cooperative learning groups. (It raised his stock with his peer group!) Example 2: SLP and School Psychologist ran a group for children with behavioral and communication needs.

**Outcomes**

- (1) Improved self-esteem.
- (2) Improved problem-solving skills.
- (3) Increased positive behaviors.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

<b>Program Name</b>	<b>Inclusion Model</b>
<b>District</b>	Madison
<b>Grades Served</b>	1 to 3
<b>Disability - If Special Ed. Only</b>	LD, SED, Autistic
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Training of staff in inclusion strategies;</li> <li>2. Writing "Practical Strategies for The Primary Learners: Teachers and Learners" books;</li> <li>3. Continuous progress approach for severely disabled students;</li> <li>4. Team teaching in classroom by special education teachers; and</li> <li>5. Collaborative weekly meetings between special education and general education staff.</li> </ol>
<b>Years in Operation</b>	8 Years
<b>Contact Name and Address</b>	Ms. Sandra Antonio Marinuzzi Island Avenue School 20 Island Ave. Madison, CT 06443 (203) 245-6450 Ext.
<b>Program Staff</b>	Two full-time special education teachers, three full-time paraprofessionals, one full-time language arts specialist, speech and language pathologist, part-time school psychologist, part-time school social worker.
<b>Description</b>	The Island Avenue School special services team developed a strategies booklet entitled, "Practical Strategies for Teachers and Learners in a Primary Classroom." This booklet was used as a basis for eight extensive staff development sessions that covered the following: reading, writing, receptive and expressive language, mathematics, behavior, motor skills, work completion and organizational skills. The inclusion plan has been fully implemented since the 95-96 school year. The student study team approach, strategy-based instruction, and grade-level collaboration enhance inclusive education. General and special educators continue to collaborate and plan on an ongoing basis for team teaching and assessment. This ensures the child's success within the inclusive setting. This allows all students to be part of a caring community that encourages emotional, personal, academic and social growth.
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>(1) Students will be in general education classes with support services provided for the maximum time possible, as determined by the student support team.</li> <li>(2) The services of the support team will be integrated into general classes.</li> <li>(3) Students will receive support services based on their needs.</li> <li>(4) The role of special education staff will be defined by the needs of students.</li> <li>(5) The prereferral system will be used to maximize general education interventions</li> </ol>

## **10** SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

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<i>Program Name</i>	<b>Inclusion Model</b>
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prior to referral to planning and placement team.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

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**Program Name** PREPP II: Parent Resource Exceptional Preschool Program II

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**District** Waterford

**Grades Served** K to 2

**Disability - If Special Ed. Only** Vary, usually language

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**Key Features**

1. Collaborative teaching model;
2. Thematic approach;
3. Learning in varied settings;
4. Language-rich environment; and
5. Individualized instruction.

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**Years in Operation** 15 Years

**Contact Name and Address**

Ms. Dorothy Briggs Oswegatchie School 470 Boston Post Road Waterford, CT 06385 (860) 442-4331 Ext. Smcgarry@waterford-schools.org
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**Program Staff** Special and regular education teachers, classroom paraprofessional (in the PREPP II classroom), speech and language pathologist, school psychologist, school principal, adaptive physical education teacher, physical therapist, occupational therapist.

**Description** PREP II (Parent Resource Exceptional Preschool Program II) is a special education program designed for Waterford students in grades kindergarten through second whose identified special needs include language, cognitive, attentional, and/or perceptual disabilities.

A collaborative teaching model is used to deliver instruction. Team members include the special and regular education teachers, speech and language pathologist, school psychologist, adaptive physical education teacher, and a classroom paraprofessional. A physical therapist and occupational therapist work with students as determined by the child's IEP.

In order to encourage learning that is relevant and connected to the children's experiences, activities are organized into "units" with a central theme that correlates with Waterford's K-2 curriculum. Activities are designed and modified to meet individual learning styles and include language arts, math, science, social studies, art, music, and creative drama.

Children participate in small group, whole group, cooperative groups, learning centers, and independent work activities. This environment fosters interaction between special and regular education students and allows many good opportunities for mixed groupings of children (ability, interest, age/grade, etc.). Daily and varied experiences with literature, poetry, songs, creative writing (using the writing

## **10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION**

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**Program Name** PREPP II: Parent Resource Exceptional Preschool Program II

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process) as well as individualized reading programs are provided to enhance academic success.

The speech and language pathologist works with the team and students to support language development and reinforces concepts taught in the regular education curriculum. The school psychologist works with children to foster self-esteem and teach social interaction and conflict resolution skills. The adaptive physical education teacher reinforces skills taught in the regular physical education class and provides instruction/activities that focus on each individual's gross motor needs. As noted earlier, a physical therapist and occupational therapist work with children when prescribed by the IEP.

Parents play an important role in their child's schooling. There is an open door policy that invites and encourages families to take an active role in their child's schooling. There is regular, two-way communication between home and school through the use of correspondence books, telephone calls and parent/teacher meetings. Parents often volunteer their time to assist in the classroom and help with various school activities. A Family Resource Center is available to all in our school community. Our resource center is supplied with hundreds of books, pamphlets, and videos that address many issues and topics to help families deal with special needs in a productive and positive manner.

**Outcomes** Goals and objectives are based on each child's specific needs and target learning outcomes that will foster independence and success in the regular education classroom. Students from this program have gone on to achieve goals in various districtwide assessments and subtests of the CT Mastery Test. It is the team's goal to provide the tools and strategies that students can use to become independent lifelong learners.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

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**Program Name** Early Learning Skills Classes

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**District** Watertown

**Grades Served** K to 4

**Disability - If Special Ed. Only** All

**Key Features**

1. Social skills development;
2. Communication skills development;
3. Assistive technology;
4. Home/school communication; and
5. Discreet trial programming for autistic students.

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**Years in Operation** 7 Years

**Contact Name and Address**

Ms. Betsy Hackett Watertown Public Schools 10 Deforest St. Watertown, CT 06795 (860) 945-4808 Ext.
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**Program Staff** Three teachers, nine paraprofessionals (some part-time).

**Description** The early learning skills classes service the district's most disabled students ages 5 through 10. Although the students represent a range of disabilities, many of their handicaps are on the autism spectrum. Teachers provide individualized instruction with individualized amounts of inclusion. Students increase their communication, social and academic skills through a variety of teaching methods. Many students use assistive technology (communication boards, "talk boxes", etc.) throughout their day, at school and at home.

**Outcomes**

- (1) Improved communication skills.
- (2) Improved social skills.
- (3) Improved academic skills.
- (4) Delivered in L.R.E.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: LEARNING AND INSTRUCTION

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**Program Name** "Social Skills Lessons for Children with Autistic-Like Symptoms..."

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**District** Fairfield

**Grades Served** K to 5

**Disability - If Special Ed. Only** Autism (high functioning) and related syndromes

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**Key Features**

1. Direct instruction of social skills;
2. Role play;
3. Art work, trips around school to practice; and
4. Visual aids.

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**Years in Operation** 10 Years

**Contact Name and Address**

Dr. Joan Riccitelli Fairfield Public Schools 190 Putting Green Rd. Fairfield, CT 06432 (203) 255-8322 Ext. North Stratfield @Yahoo.com
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**Program Staff** One school psychologist or counselor.

**Description** This program, "Social Skills Lessons for Children with Autistic-Like Symptoms including Asperger's Disorder, 'High Functioning' Autism and Pervasive Developmental Disorder," includes lessons on the following topics: (1) Ten-Sentence Rule; (2) Responding to Another Child's Comment; (3) Compromising; (4) Eye Contact; (5) Body Language; (6) Ignoring Teasing; (7) Bragging; (8) Tattling; (9) Entering or Interrupting a Conversation; (10) Thinking in the Third Person; (11) Rejection; (12) Game Playing; (13) Cooperation; (14) When Someone is Hurt or Hurting; (15) Appropriate Level of Emotion; (16) Idioms; (17) Generalizing Social Skills; (18) Lunch Bunch; (19) Engage, Engage, Engage; and (20) A Child, Not a Label.

**Outcomes** Good improvement for some in the area of social skills, small gains for others.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

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**Program Name** Special Needs Elementary Program

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**District** West Hartford

**Grades Served** K to 5

**Disability - If Special Ed. Only** Autism, Multiple Disabilities, MR, Severe Language Impairment

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**Key Features**

1. Long-standing superior school community support;
2. Dedicated program development time allotments;
3. General education/special education partnership;
4. In-service training component;
5. Intrusive behavioral intervention of social skills development; and
6. Intensive instruction in academic, personal-social, adaptive and communication skills.

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**Years in Operation** 15 Years

**Contact Name and Address**

Mr. Glenn McGrath West Hartford Public Schools 28 South Main St. West Hartford, CT 06107 (860) 523-3500 Ext. 595 glennmcgrath@whps.org
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**Program Staff** For 66 students: nine special education teachers, 43 supportive personnel, two speech and language therapists; dedicated time for school psychologist (behavioral specialty), occupational therapist, physical therapist and school social worker.

**Description** The special needs elementary program is housed at the Whiting Lane School and the Norfeldt School. A smaller class of severely and profoundly disabled students with more significant delays is also at the Whiting Lane School. This is a sensory integration program for children from kindergarten through fifth grade. Students in the special needs program require intensive special education instruction in the areas of reading, written language, math, personal-social and adaptive skills, motor skills and communication. Services are provided in the mainstream classroom and in the learning centers. In the learning center, instruction is provided in small groups or individually. Special education staff foster learning by providing support in mainstream classrooms. Significant modifications are made to the West Hartford essential curriculum in order to meet the educational needs of each individual student. An education team, comprised of a special education and a regular education teacher, teaching assistant and/or paraprofessional, works together to carry out the student's Individual Education Program (IEP) in both the mainstream classroom and the learning center. Support staff, such as an occupational therapist, physical therapist, speech and language clinician, social worker and school psychologist are also on the team. Support

## **10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION**

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***Program Name*** Special Needs Elementary Program

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services can be provided in the classroom, learning center or in the therapy room. In order to maximize learning, a multidisciplinary approach is used to ensure that objectives are written and carried out in an integrated manner. Team members meet on a regular basis to plan and implement student goals and objectives in order to promote generalization of skills. A high staff-student ratio is essential to the program.

- Outcomes**
- (1) Academic performance maximized.
  - (2) Normalized student behaviors and social skills.
  - (3) Independent living skills maximized.
  - (4) Communication system/skills developed for all special needs students.
  - (5) Community-family support system incorporated into the students' program.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

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**Program Name** Adjusted Curriculum

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**District** West Hartford

**Grades Served** K to 5

**Disability - If Special Ed. Only** LD/Language Impaired

**Key Features**

1. Districtwide program for children with severe learning disabilities;
2. Team-taught inclusion program with one special education teacher and one regular education teacher within a common classroom setting;
3. Alternative academic programs and modifications to mainstream curriculum;
4. Curriculum to meet individual needs of each student; and
5. Spectrum of support services including speech and language therapy, psychological support, social work support, occupational therapy and physical therapy.

**Years in Operation** 11 Years +

**Contact Name and Address**

Ms. Helen Donaher, Supervisor  
 West Hartford Board of Educ  
 Duffy School  
 28 South Main St.  
 West Hartford, CT 06107  
 (860) 523-3500 Ext. 596

**Program Staff** Regular education teacher, special education teacher, supported by related services providers.

**Description** The Adjusted Curriculum program at the elementary level is a districtwide program for children with severe learning or language disabilities. It is designed to provide services to children (in kindergarten through fifth grade) within a regular education classroom setting. A team teaching approach is used through which a regular education teacher and a special education teacher provide academic instruction which meets each student's individual needs. Children are referred to the program by sending schools and the PPT at the receiving school screens the referral and makes a recommendation for placement, at which time parents visit the program and make a decision as to whether or not they feel the program is appropriate for their child. A PPT is convened at the school and a placement decision is made.

Academic instruction is based on Individual Education Plan (IEP) goals and objectives, and alternative academic programs or modifications to the mainstream curriculum are implemented to meet each student's individual needs. The students participate fully in all regular education activities such as specials (art, music),

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

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**Program Name** Adjusted Curriculum

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lunch, recess, social studies and science. The main objectives of the program are to provide students with intensive individualized instruction and improve academic performance, assist students in recognizing and understanding their individual learning style, improve students' social skills and behavior, improve students' organizational skills and task completion, and develop students' self-advocacy skills in the learning environment.

A full spectrum of support services are provided to help students achieve their academic and social goals. These services include speech and language therapy, occupational therapy, physical therapy, psychological support and social work support. The professionals who provide these services work in concert with the classroom teachers to provide services that meet each student's ongoing needs on a daily basis.

A PPT meeting is convened at least once a year to review each student's progress and make recommendations for the following year. Any necessary changes are made including revising a student's IEP, increasing or decreasing support services, or increasing mainstream participation within specific academic areas.

The goal of the Adjusted Curriculum program is to provide individualized educational programming which meets the specific needs of each student and prepares each student for a successful transition into mainstream classes. As appropriate, students may also transition back to their home or neighborhood school.

- Outcomes** Student outcomes are measured by curriculum-based assessments; standardized testing; districtwide assessments, where appropriate; and teacher observations and documentation. Successful achievement is based on mastery of individual goals and objectives as outlined in the child's IEP. Student participation in the Adjusted Curriculum program leads to:
- (1) Increased academic success.
  - (2) Improved self-image and confidence.
  - (3) Improved organizational skills.
  - (4) Improved social interaction skills.
  - (5) Increased independent functioning skills, intellectually and physically.
  - (6) Increased emotional well-being.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

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**Program Name** SMD (Severe Multiple Disabilities)

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<b>District</b>	New Britain Consolidated
<b>Grades Served</b>	K to 5
<b>Disability - If Special Ed. Only</b>	Multiple Disabilities
<b>Key Features</b>	1. Integrated service delivery model; 2. Increased communication skills, using AAC; 3. Assistive Technology.
<b>Years in Operation</b>	19Years
<b>Contact Name and Address</b>	Ms. Cathleen Malone Gaffney Elementary School 322 Slater Rd. New Britain, CT 06053 (860) 225-6247 Ext. 221
<b>Program Staff</b>	One certified special education teacher, paraprofessionals (1-1 with students class makeup), part-time occupational therapist, part-time physical therapist, part-time speech/language pathologist and registered nurse. Visually impaired specialist, part-time.
<b>Description</b>	This program serves students, aged 5 to 11, who have severe multiple disabilities. The students are nonverbal, so alternative communication systems are developed to increase communication of needs and to increase interaction with nondisabled peers. Through an integrated service delivery approach, students with physical and mental challenges are helped to benefit from their environment and improve the overall quality of life. Related services are part of the classroom (speech, OT, PT) for all students, which includes children with visual and/or hearing disabilities. Technology is integrated into the program as necessary.
<b>Outcomes</b>	(1) Increased ability to participate in modified literary activities. (2) Increased social communication with nondisabled peers in regular education classes. (3) Increased benefit from people and objects in the student's environment.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

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**Program Name** Inclusion Model of Service Delivery - Eastford

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**District** Eastford

**Grades Served** K to 8

**Disability - If Special Ed. Only** N/A

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**Key Features**

1. Educational programs and services are coordinated and unified to educate all students together;
2. Instruction and learning occurs within the natural context of the classroom;
3. Resources are used more efficiently to support the learning needs of all students;
4. Improved communication between special education and regular education staff; and
5. Weekly scheduled consultation time with teachers and specialists, monthly half-day strategy sessions.

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**Years in Operation** 3 Years

**Contact Name and Address**

Ms. Kathleen Blais  
 Eastford Elementary School  
 12 Westford Rd.  
 Eastford, CT 06242  
 (860) 974-1130 Ext.  
 kblais@eastfortct.org

**Program Staff** Two special education teachers, four teaching assistants.

**Description** Two special education teachers are assigned to grade level teams (K-4 and 5-8). Special education teachers co-teach in each classroom, working and consulting with grade level teachers on a daily basis. Having special education teachers working directly in classrooms increases their familiarity with grade-level curriculum and enables teachers to use flexible groupings as they meet the needs of a diverse student population. Many non-identified students, requiring extra assistance, are given the opportunity to benefit from additional instruction.

An inclusionary model of service delivery improves communication and cooperation between special education and regular education staff. Education programs and services are coordinated and unified to educate all students together. Strategies and accommodations reach a larger number of children within classrooms.

**Outcomes**

- (1) General education classrooms have become better able to meet the needs of all students as a result of additional resources, a more flexible curriculum and adapted instructional delivery.
- (2) Teachers have become increasingly more responsible for special needs students as their knowledge and confidence has grown.

## **10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION**

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***Program Name*** Inclusion Model of Service Delivery - Eastford

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(3) Eastford Elementary School has had fewer referrals to special education and a broader range of students have been serviced.

(4) Parents and students have reported positively about their experiences throughout the year.

(5) Students have learned within the natural context of the classroom and have benefited both academically and socially.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

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**Program Name** TOTAL: Teaching Opportunities To All Learners

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<b>District</b>	RSD # 1
<b>Grades Served</b>	K to 8
<b>Disability - If Special Ed. Only</b>	All
<b>Key Features</b>	<ol style="list-style-type: none"><li>1. Multifaceted program for children with multiple disabilities;</li><li>2. Interdisciplinary IEP goals and integrated related services;</li><li>3. Collaboration with families and community and state agencies;</li><li>4. Comprehensive school-based functional curriculum; and</li><li>5. Flexible grouping.</li></ol>
<b>Years in Operation</b>	3 Years
<b>Contact Name and Address</b>	<div style="border: 1px solid black; padding: 5px;"><p>Ms. Karen Iannucci Sharon Center School 80 Hilltop Rd. Sharon, CT 06069 (860) 364-5153 Ext.</p></div>
<b>Program Staff</b>	One special education teacher, five paraeducators, occupational and physical therapist for direct and consult services, one speech and language clinician for direct and consult services, one school psychologist for direct and consult services, access to classroom teachers and special subject teachers, and access to consultants and agencies.
<b>Description</b>	This is an intensive comprehensive program that meets the needs of students whose disabilities severely impact their learning within the general curriculum. It is a program that is an alternative for educating students in their community or regional school district versus placement in out-of-district programs. It also provides for the inclusion of students with nondisabled peers. This program provides the coordination of related services, including consultants for the blind, into a positive, meaningful and functional educational experience for students and their families. Students' goals and objectives include functional reading, writing and math skills as well as social skills and adaptive living skills. A parent group has formed as a result of this program. This group of regional parents provides support for families in our region who have children with mild to severe handicaps. These parents also support our classroom projects as well as being invested in the program. We developed a picture exchange system for nonverbal children in our class.
<b>Outcomes</b>	<ol style="list-style-type: none"><li>(1) Students develop functional skills in the following areas: communication, reading, writing, math, adaptive living, and social and emotional development.</li><li>(2) Students become contributing members of their communities to the best of their abilities.</li></ol>

## **10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION**

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***Program Name*** TOTAL: Teaching Opportunities To All Learners

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(3) See parent group.

(4) Students become aware of their disabilities and learn to advocate for themselves.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

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**Program Name**    **Resource Program**

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**District**    Branford

**Grades Served**    5 to 8

**Disability - If Special Ed. Only**    LD, SED, MR

**Key Features**

1. Inclusive education, as appropriate;
2. Special education instruction for specific skills;
3. Functional skills curriculum; and
4. Behavior management center.

**Years in Operation**    5 Years

**Contact Name and Address**

Ms. Mildred Frumento  
Walsh Intermediate School  
185 Damascus Rd.  
Branford, CT 06405  
(203) 488-8317    Ext.

**Program Staff**    Special education teacher plus two paraprofessionals at each grade level (Total: six teachers, ten paraprofessionals, one tutor).

**Description**    Our resource programs are designed to fit the individual needs of our students. At each grade level, special education teachers serve as case managers and teachers for groups of special education students. Individualized Education Plans (IEPs) are developed and these interdisciplinary goals are met through a combination of service models.

Students who are instructed through our inclusion model would attend regular education classes where curriculum modifications, alternative assessment strategies and other classroom/environmental accommodations have been made. With daily assistance from a paraprofessional, our students participate in classes where they can be successful.

Smaller group instruction is provided by the special education teacher to students with specific academic needs that are best met in the resource center. These students complete an alternative curriculum where English, mathematics, social studies or science is learned in addition to study skills and strategies. Instruction parallels offerings in the regular curriculum.

Starting in sixth grade, students who would benefit from academics that enhance real-life functional skills participate in this specially designed portion of our resource program. While learning skills in the academic areas that can be applied to "real life," these students are trained with an assortment of job-related skills that are performed daily, such as library assistants, newspaper and production materials delivery.

## **10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION**

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<i>Program Name</i>	<b>Resource Program</b>
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Finally, for students with behavior needs, our special education teacher holds daily goal setting meetings, and supports other teachers who are implementing behavior management programs for individual students. In addition, small group instruction is available, intermittently, for those students who are undergoing particular stress or functional difficulties that may be time-limited.

- Outcomes**
- (1) Improved student performance in academic areas.
  - (2) Increasing independence and self-advocacy skills.
  - (3) Improved feelings of self-esteem and success.
  - (4) Increased participation in the school community.
  - (5) Improved interpersonal skills.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

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**Program Name** Interest-Driven Program

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**District** Ashford

**Grades Served** 7 to 8

**Disability - If Special Ed. Only** N/A

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- Key Features**
1. Co-teaching and flexible group instructional practices;
  2. Integration of enrichment and art instruction;
  3. Innovative schedule design (five academic and two interest periods/week);
  4. Integrated special and regular education services;
  5. On-site counseling provided by a local community agency; and
  6. Reduced class size.
- 

**Years in Operation** 2 Years

**Contact Name and Address**

Mr. Jeff Mulqueen  
Ashford School  
440 Westford Road  
Ashford, CT 06278  
(860) 429-6410 Ext.  
jmulqueen@mail.ashford.ctschool.net

**Program Staff** Regular education teachers, special education teachers, teacher assistants.

**Description** Our Interest-Driven Program addresses the needs of students who have experienced marginal levels of success in the traditional school program. Improved student learning, through a school-based intervention that blends special education, regular education and ancillary school services with those of the community, is afforded to 35 students in the seventh and eighth grades. Instructional delivery is highly individualized in classes that are either co-taught or significantly reduced in size. An innovative schedule is used to provide students with academic classes (e.g. language arts) and interest-driven instruction each week. Students with disabilities access these alternative classes without distinction due to the integrated nature of the schedule.

- Outcomes**
- (1) Increased student engagement with learning.
  - (2) Increased student-teacher discourse.
  - (3) Improved student attitudes about school.
  - (4) Increased levels of students applying content.
  - (5) Increased levels of student investment in learning.
  - (6) More thorough integration of special and regular education students.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

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**Program Name** STARS - Strategic Teaching And Resource Support

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<b>District</b>	Stratford
<b>Grades Served</b>	5 to 6
<b>Disability - If Special Ed. Only</b>	All
<b>Key Features</b>	<ol style="list-style-type: none"><li>1. Provides resource support in academic classes;</li><li>2. Life skills;</li><li>3. Reverse mainstreaming;</li><li>4. Integration with academic teachers;</li><li>5. Multi-level program;</li><li>6. Service delivery model accommodates all types of student needs;</li><li>7. Meets continuum of youngsters with diverse needs; and</li><li>8. Dynamic nature to meet student needs in special education, regular education and tutorial services.</li></ol>
<b>Years in Operation</b>	27 Years
<b>Contact Name and Address</b>	<div style="border: 1px solid black; padding: 5px;"><p>Mr. Richard Brown Flood Middle School 490 Chapel St. Stratford, CT (203) 385-4280 Ext. rbrown6959@aol.com</p></div>
<b>Program Staff</b>	Three special education teachers, four instructional assistants, adaptive physical education teacher, occupational therapist, physical therapist, speech clinician, guidance counselors and a school social worker. Special education teachers are also assigned to two middle school teams and provide service to them.
<b>Description</b>	<p>Some of the students in the STARS program are mentally retarded, learning disabled, autistic and emotionally disturbed. In addition, students who need resource support, basic life skills or help with their reading are able to receive support.</p> <p>The STARS program represents the best of the inclusion model. It serves three sets of students. The first set includes students who are mentally challenged/autistic. The majority of the students are mainstreamed for art, sewing, technology education and cooking. The core curriculum includes basic academics, life skills and social skills. The main goal is to help students to become active members of the community. The second set consists of students who are mainstreamed for most academics and specials. The students receive support from instructional assistants, special education staff and a tutor assigned to the team. The third set includes students who were previously in an intensive resource class and are now assigned to a middle school team. They may receive services in the regular education classroom</p>

## **10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION**

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**Program Name** STARS - Strategic Teaching And Resource Support

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or be assigned to work in the STARS classroom for academic subjects such as reading or math.

The STARS classroom is a regular "Grand Central Station." All students are intermixed, which creates a reverse mainstream model for the original STARS students. Because the two special education teachers are assigned duties with the middle school teams, regular education students enter the PHASE room for learning lab and advisory groups, which are held weekly. Students also use the PHASE room's computers, work on the yearbook and the telephone.

The PHASE classroom is divided into two academic areas, a kitchen area and a living room area.

Regular education students are very accepting of the STARS students, and the STARS students are very comfortable with regular education students.

**Outcomes** Over the last few years, we have been able to successfully bring back five students from outside placements. In addition, we have been able to give resource support to a large number of students who otherwise would not have been able to have success in the mainstream classroom.

- (1) To function socially in society.
- (2) For students to advocate for themselves.
- (3) To become lifelong learners.
- (4) To have the necessary basic academic skills to function throughout life.
- (5) To function independently in mainstream classes.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

**Program Name** Co-Teaching and Its Extended Benefits

<b>District</b>	Farmington
<b>Grades Served</b>	9 to 12
<b>Disability - If Special Ed. Only</b>	LD, SED
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Co-teaching offered in all core content areas for freshman classes;</li> <li>2. Co-teaching several upper-level courses with higher concentration of identified students;</li> <li>3. Special education co-teacher also acts as liaison before content department and special education department;</li> <li>4. Special education learning center now providing assistance to regular education students; and</li> <li>5. Increased support to regular education teachers and, in turn, all special education students.</li> </ol>

**Years in Operation** 4 years

**Contact Name and Address**

Ms. Beth E. Martin-Nigro  
 Farmington High School  
 10 Monteith Dr.  
 Farmington, CT 06032  
 (860) 673-2514 Ext. 401  
 BethEMN57

**Program Staff** Special education/regular education teacher for each core department.

**Description**

Co-teaching is an important and successful component of the curriculum at Farmington High School. One co-taught class is offered for all core courses at the Freshman level and in several courses targeted in the upper grades. All members of the special education department participate in some model of co-teaching including tutors. Beyond participation in teaching responsibilities, special education teachers/tutors also act as liaisons between the department in which they teach and the special education department. Regular education students are encouraged along with special education students in all sections of these freshman and upper level classes to access the learning center for extra assistance and continued learning.

The benefits of co-teaching have extended well beyond the classroom. Co-teaching has provided a vehicle for special education to support all departments, teachers and students. It has greatly increased the integration of the special education department throughout the school. The results have been dramatic: increased communication amongst faculty; more cooperation from regular education teachers in supporting identified students; increased and improved regular education teacher performance at Planning and Placement Team (PPT) meetings and an opportunity for more special education students to participate in

## **10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION**

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**Program Name** Co-Teaching and Its Extended Benefits

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mainstream classes. Opening the doors of the learning center to the whole school has been helpful in breaking down barriers between special education students and their peers. The learning center is finally becoming a support system for all students.

The benefits of co-teaching have been widespread and had such a significant impact on this school. Because of our knowledge of mainstream curriculum, we are better able to design appropriate goals and objectives for identified students. These goals and objectives are shared with regular education teachers so that they too can identify areas of student weakness and work toward these meeting student goals and objectives.

Attitudes regarding co-teaching have changed dramatically over the past five years at Farmington High School. It is now a welcomed practice by most educators within the building. Students enjoy the presence of two teachers in the classroom and recognize the additional support system available for all. We continue to work toward increasing our participation and performance in co-taught classes and are excited by the results we are seeing for all students.

- Outcomes**
- (1) Improved academic performance.
  - (2) Increased self-advocacy skills.
  - (3) Increased number of support systems.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

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**Program Name** Buddy Program

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**District** Hamden

**Grades Served** 9 to 12

**Disability - If  
Special Ed. Only** N/A

**Key Features**

1. Exchange between special education students and other members of student body;
2. Community service; and
3. Mentoring.

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**Years in Operation** 17 Years

**Contact Name  
and Address**

Ms. Gigi Tacinelli  
Hamden High School  
2040 Dixwell Ave.  
Hamden, CT 06514  
(203) 407-2040 Ext.

**Program Staff** Faculty advisor (NHS), student volunteers.

**Description** This program was created by National Honor Society (NHS) students to generate an outlet for exchange between special education students and members of the greater student body. Through this program, students learn to appreciate and respect as well as come to enjoy a relationship with special education students at Hamden High School. "Buddies" assist special education students with classroom activities, accompany them on field trips, escort them to classes in other parts of the building and join them for lunch. The program provides mutual understanding and appreciation of the abilities of each group.

**Outcomes**

- (1) The fostering of mutual respect and understanding among students.
- (2) Opportunity for community service.
- (3) Promotion of positive self-esteem.

## 10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION

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**Program Name** Circle of Friends

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<b>District</b>	Watertown
<b>Grades Served</b>	9 to 12
<b>Disability - If Special Ed. Only</b>	MR
<b>Key Features</b>	<ol style="list-style-type: none"><li>1. Integration of students with mental retardation with peers from regular education;</li><li>2. Peers act as tutors within classroom (and in social settings);</li><li>3. Peers demonstrate/reinforce appropriate social behaviors;</li><li>4. Peers gain experience working with students with disabilities; and</li><li>5. Peers act as role models to other regular education students, demonstrating friendships and breaking down barriers.</li></ol>

**Years in Operation** 14 Years

**Contact Name and Address**

Ms. Sandy Ammirato  
Watertown High School  
324 French St.  
Watertown, CT 06795  
(860) 945-4810 Ext.

**Program Staff** No extra staffing needed. Peer tutors frequently provide one-to-one instruction, drill practice.

**Description** Regular education students may volunteer their time during study halls to be peer tutors within the life skills program. The peers participate in many integrated activities, including but not limited to, classroom instruction, field trips, Unified Partners/coaches in Special Olympics, CSO volunteers, community events, school dances/sports, proms and camping. Outside friendships frequently develop encouraging further integration of students into the community.

At the same time, peer tutors gain valuable volunteer experience and may pursue careers in special education settings. Peer tutors demonstrate acceptable behaviors that other regular education students may also come to demonstrate, assisting the life skills students to become more accepted in the high school community.

**Outcomes**

- (1) Peer friendships are developed that greatly benefit all students.
- (2) Appropriate social behaviors are demonstrated and peer tutors act as role models for both life skills students and the regular education population.
- (3) One-to-one classroom drill practice is provided.
- (4) Life skills students have the opportunity to participate in many social and community activities.

## 11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL

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**Program Name** EASY - Early Academic Success for Youngsters

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<b>District</b>	Ansonia
<b>Grades Served</b>	Pre-K
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<p>Inclusion pre-kindergarten model:</p> <ol style="list-style-type: none"><li>1. Integration of typical peers, nonspecial education students with special needs students;</li><li>2. Regular home visits by teacher;</li><li>3. Four-year-olds participate in art, music and physical education programs as provided by primary school;</li><li>4. All necessary support services integrated into classroom; and</li><li>5. Regular and ongoing collaboration and coordination with community and day care providers.</li></ol>
<b>Years in Operation</b>	10 Years
<b>Contact Name and Address</b>	<div style="border: 1px solid black; padding: 5px;"><p>Ms. June Comcowich Peck School 42 Grove Street Ansonia, CT 06401 (203) 736-5099 Ext.</p></div>
<b>Program Staff</b>	One special education teacher, one paraprofessional, one aide, support staff, as needed.
<b>Description</b>	<p>This highly successful program provides developmentally appropriate preschool readiness instruction in an integrated class combining special education identified students with non-special needs students. Family involvement, community connections and support services are crucial to the ongoing strength of this program.</p> <p>Necessary support services are provided in the classroom. This involves speech and language pathologists, occupational and physical therapists, school psychologists, nurses, services for the blind and any other accommodations that may be indicated.</p> <p>Regular teacher visits to the home are designed to keep the family focused on their role in the education of their child. It is hoped this spirit of educational ownership will continue throughout the child's educational career.</p> <p>Community involvement and support are also critical. Many of our students depend on community and private day care facilities. Our program involves these providers in the educational process. In addition, our staff visits and may provide continuing services in the day care setting.</p> <p>This combined and cooperative effort results in the successful transition of</p>

## **11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL**

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**Program Name** EASY - Early Academic Success for Youngsters

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special education students into the regular education primary classroom.

**Outcomes** Transition into an inclusion kindergarten, with support services as necessary.

## 11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL

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**Program Name** Bloomfield Preschool Program

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**District** Bloomfield

**Grades Served** Pre-K

**Disability - If  
Special Ed. Only** N/A

**Key Features**

1. Full inclusion program;
2. Language enrichment; and
3. Two sessions available with half-day schedules.

**Years in Operation** 8 Years

**Contact Name  
and Address**

Mr. Terence Gascoyne  
Bloomfield Schools  
1133 Blue Hills Ave.  
Bloomfield, CT 06002  
(860) 769-4260 Ext.

**Program Staff** Dually certified early childhood teachers, qualified aides, OT, PT, speech and language pathologists.

**Description** The Bloomfield early education program is an integrated public school program for 3- to 5-year-olds. It is our belief that young children in this educational setting learn from each other, both developmental skills as well as acceptance of others and themselves as unique individuals. The program is designed to provide an individualized and diversified program, appropriate play and learning experiences with peers, ongoing communication with parents, specialized teaching for students with identified needs.

The Bloomfield early education program incorporates a blend of a traditional and a cognitively oriented instructional program. The curriculum is thematic and literature based incorporating developmentally appropriate activities and experiences within all performance areas. The instructional focus is on process and content. The curriculum blends many of the key components of Young Children in Action and the High Scope Curriculum. Children are encouraged to plan, make choices and solve problems independently within a variety of play-station centers such as block construction, creative arts, hug-a-book, listening center, music box and playhouse. Each play-station center focuses on specific skills. Programming is flexible so that students who still need a partial preschool and kindergarten can be provided a half-day program of each.

**Outcomes** Students acquire the prerequisite skills necessary for kindergarten both developmentally and socially.

## 11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL

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**Program Name** Early Years Center

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**District** Branford

**Grades Served** Pre-K

**Disability - If Special Ed. Only** Language Impairment, Developmental Delay

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**Key Features**

1. Transdisciplinary team approach;
2. Literature-based program with emphasis on pre-reading skills in a theme-based curriculum;
3. Developmentally appropriate practices to maximize children's development;
4. Expanded facilities housing the Early Years Center, the Family Resource Center, the School-Age Child Care Program and the School Readiness Program; and
5. Strong collaboration and sharing of resources including the above programs as well as community-based preschools and day care centers.

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**Years in Operation** 7 Years

**Contact Name and Address**

Ms. Linda Chipkin Early Years Center 12 Melrose Ave. Branford, CT 06405 (203) 315-3540 Ext.
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**Program Staff** Special education teachers, speech and language pathologist, nurse, social worker, school psychologist, occupational therapist, physical therapist, paraprofessionals, director of preschool.

**Description** The Early Years Center, a NYAEC accredited program, is an integrated special education preschool servicing children ages 3 to 5 years old, using exemplary language students as role models. EYC is a language-based program incorporating theme-based literacy activities emphasizing phonological awareness skills in preparation for developing pre-reading skills. The program is a transdisciplinary model incorporating the collaborative efforts of the special education teachers, speech and language pathologist, social worker, school psychologist, nurse, occupational therapist, physical therapist and paraprofessionals.

We have actively expanded our school community by including the Family Resource Center, the School Age Child Care Program and the School Readiness Program within our building. This collaboration allows us coordinated efforts in the areas of health, nutrition, sharing of resources, in-service training for staff development and parenting classes. We are affiliated in a round table collaborative with community-based nursery schools and day-care centers allowing them to

## **11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL**

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***Program Name*** Early Years Center

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benefit from our collaborative efforts. This relationship has fostered a positive, ongoing dialogue with community nursery schools which has included an emphasis on kindergarten readiness and has improved the transition from pre-K to kindergarten for both parents and children.

- Outcomes**
- (1) Children play appropriately with peers in shared group activities.
  - (2) Children improve listening skills during classroom activities.
  - (3) Children transition successfully to kindergarten settings.
  - (4) Children demonstrate improved mental and physical well-being as a result of the wide range of services offered to families.
  - (5) Children successfully participate in kindergarten pre-reading activities.

## 11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL

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**Program Name** Prekindergarten Integrated Developmental School

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<b>District</b>	Canton
<b>Grades Served</b>	Pre-K
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	1. Organization to promote child choice; and 2. Consultation with parents and professional staff (within school and with area day care and nursery staffing).

**Years in Operation** 10 Years

**Contact Name and Address**

Ms. Lisa Eells  
Cherry Brook Primary School  
4 Barbourtown Rd.  
Canton, CT 06019  
(860) 693-7721 Ext.  
eells@home.com

**Program Staff** Four adults for a class of 16 students (half students with special needs; half typical students).

**Description**

This program is an inclusive program meeting the needs of both special education and typically developing students. It is accredited by NAEYC.

The uniqueness of the program revolves around the children's opportunities for independence and choice throughout the day, while having an inconspicuous teacher-made structure. Another aspect which is valuable is the collaboration and consultation that occurs between the kindergarten and pre-K teachers, and the pre-K and area nursery school/day-care professionals.

The room is set up based on "The Creative Curriculum." It is center based. All shelving is labeled so that all children can organize and put away toys independently. The curriculum is a combined High/Scope (plan-do-review) and thematic based model based on Toni Linder's "Read, Play and Learn!" Curriculum. The schedule consists of a recurring circle time, work time (choice and plan-do-review), snack, small group, specials (art, music, physical education) and outside time.

In some classrooms, circle time is solely a teacher directed activity. In this classroom, songs are chosen from the class "song tree" by the children, and stories are chosen from pictures in a "story apron" book. Thematic books are still selected by the teacher for some of the lessons. To avoid fidgeting while involved with teacher-chosen thematic materials, children are given choices of whether to continue circle as a group or to move to the next activity, coming back to circle at a later time. Other student-directed time frames occur on an ongoing basis.

During work time, children choose the area they will go to, as opposed to the

## **11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL**

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**Program Name** Prekindergarten Integrated Developmental School

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teacher selecting the area. They also choose the materials, what they will use them for, how they will use them, and with whom they will use them. They are held accountable for their choices by coming back together after work time to discuss what they have done. This can be done through drawing, puppets, showing the product or merely talking about it.

Throughout the year, students are divided into four groups and each group is assigned a color. Each group consists of both typically developing and special education students. For much of the day, only the adults are aware of the "grouping" format. That is because each adult is assigned one "group" for a week's time. During that week, the adult is required to keep a watchful eye on the assigned students, observe, take notes based on the child's goals and/or the curriculum, interact with the individual students during student-chosen activities to facilitate goals.

During small group time, the adult takes the group and rotates with the assigned group throughout the week to the different small group activities. At times, adults are assigned an activity rather than a group of children, and the children are allowed to choose the activity. Adults are rotated week-to-week through the four groups, so that each child is seen by each adult for one week of every month. This helps to keep anecdotal notes fresh and keeps ideas flowing among the adults on how to better facilitate growth.

End of the year assessments are based on anecdotal data collected throughout the year and categorized by the High/Scope curriculum areas.

Additionally, home visits are conducted on Mondays. Each family of special needs students is seen approximately once a month. In collaboration with Canton Parents as Teachers, a monthly parent network group meets to discuss topics related to child development and activities to promote development, including motor, behavioral/social, language and pre-academic needs.

Transition plans for kindergarten are made starting in the winter of the year before kindergarten, and a formal transition plan was created with the kindergarten and pre-kindergarten teachers working as a team. Ongoing consultation between the pre-kindergarten and kindergarten teachers throughout the kindergarten year facilitates this transition process.

Also, ongoing consultation with nursery schools and day-care centers occurs. Visitation by professionals between schools is commonplace, and sharing of ideas and materials to increase the success of at-risk and special needs youngsters in the community settings is fostered through this collaborative consultation.

**Outcomes** Students have:

- (1) Met and exceeded IEP goals set out each year.
- (2) Increased skill levels on checklists and on standardized testing required for identification of special needs students.
- (3) Successfully integrated within the kindergarten classrooms and beyond.

## 11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL

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**Program Name**    **Preschool Special Education Program**

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**District**    Madison

**Grades Served**    Pre-K

**Disability - If  
Special Ed. Only**    N/A

**Key Features**

1. Training of staff in various behavior management techniques;
2. Promotes appropriate development in the areas of cognition, social/emotional/motor and communication skills;
3. Inclusion in kindergarten classroom, as appropriate;
4. Consultation and direct services from speech and language pathologist, occupational therapist, physical therapist and other consultants, as needed; and
5. Project Find (identification of individual needs of preschool age children and recommendations, as appropriate).

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**Years in Operation**    Not noted

**Contact Name  
and Address**

Ms. Mona Goodman  
Principal Kindergarten Center  
2 Campus Drive  
Madison, CT 06443  
(203) 245-6318    Ext.

**Program Staff**    Preschool special education teachers, social worker, school psychologist, school nurse, occupational therapist, physical therapist, speech and language pathologists.

**Description**    Madison's preschool special needs program is an inclusive model, in that both children with special needs and typically developing peers participate. Preschool team members have been trained in a variety of instructional strategies based on best practice in early childhood. Staff members have additional training in specific intervention skills, and teach communication, socialization and readiness skills. Our integrated service delivery model incorporates the services of a speech and language pathologist, occupational therapist and physical therapist into the daily class routine. Additional support is provided by a school psychologist and social worker.

**Outcomes**

- (1) Increased socialization with adults and peers.
- (2) Increased communication skills.
- (3) Increased focus on task.
- (4) Increased readiness skills.

## 11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL

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**Program Name** Parent Resource Exceptional Preschool Program (PREPP)

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<b>District</b>	Waterford
<b>Grades Served</b>	Pre-K
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"> <li>1. Reverse mainstream public preschool;</li> <li>2. Developmentally appropriate, NAEYC accredited program;</li> <li>3. Low student-staff ratio;</li> <li>4. Integrated related services model; and</li> <li>5. Large, well designed, child-centered facility.</li> </ol>

**Years in Operation** 7 Years

**Contact Name and Address**

Mr. Rick DeMatto  
 Waterford Public Schools  
 15 Rope Ferry Rd.  
 Waterford, CT 06385  
 (860) 444-5802 Ext.

**Program Staff** Two classroom special education teachers, two child development associates, four and one-half paraprofessionals; two part-time speech and language pathologists, occupational therapist, physical therapist, adaptive physical education teacher, parent resource specialist, school psychologist.

**Description** PREPP is an integrated preschool program that serves equal numbers of children with and without disabilities. PREPP is accredited by the National Academy of Early Childhood Programs and currently serves approximately 70 students.

PREPP's philosophy is that social, emotional and cognitive growth are promoted in preschoolers through play. The focus in the classroom is to facilitate each child's development in a natural setting that reflects the multiculturalism that exists in our world. PREPP believes that children learn best in a stimulating but ordered environment in which they can make choices and act on them. The program is structured in a way that allows children to make choices about play areas or corners. Teachers encourage specific skill development as each child participates in these areas.

- Outcomes**
- (1) Students with special needs master all the objectives at the levels designated on their IEP.
  - (2) Students enrolled as peers master all the skills identified for that student on the PREPP Progress Report prior to entering kindergarten.
  - (3) Students develop: language and communication skills; social, emotional and cognitive skills; motor skills; positive health, safety and nutritional practices; a sense of competence and self-esteem; and respect and acceptance of diversity.

## 11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL

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**Program Name** Preschool Intervention Program: Just Friends

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**District** Watertown

**Grades Served** Pre-K

**Disability - If Special Ed. Only** Developmental Delay

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**Key Features**

1. Screening/evaluation for developmental delays;
2. Individualized instruction, discrete trials, as appropriate;
3. Transition activities from birth to age 3;
4. A variety of classroom structures (High Scope, small structured group) and teaching methods; and
5. Integrated settings with community component.

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**Years in Operation** 12 Years

**Contact Name and Address**

Ms. Nancy Schnyer John Trumbull Primary School Buckingham Street Oakville, CT 06779 (860) 945-2788 Ext.
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**Program Staff** Three teachers, paraprofessionals.

**Description** The Preschool Intervention Program serves students with developmental delays, aged 3 to 5, using a variety of teaching methods. Structure varies from one-to-one discrete trial teaching to High Scope program organization. Classrooms are integrated with typical peers from the community.

**Outcomes**

- (1) Increase skills in all development areas, as needed.
- (2) Inclusion/modeling increases skills.

## 11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL

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**Program Name** Early Learning Center at Whiting Lane School

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**District** West Hartford  
**Grades Served** Pre-K  
**Disability - If Special Ed. Only** N/A

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**Key Features**

1. Comprehensive language based for pre-kindergarten children, with and without special education needs;
2. Developmental curriculum addressing cognitive, adaptive, social/behavioral, communication and motor domains;
3. Process of play helps develop appropriate readiness and social skills;
4. Assistance to parents with transference of skills learned at school to home and collaboration on issues related to preschool development; and
5. Assistance to parents and preparation of preschoolers transitioning to kindergarten.

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**Years in Operation** Over 12 Years

**Contact Name and Address**

Ms. Kathleen R. McKay  
Whiting Lane School  
47 Whiting Lane  
West Hartford, CT 06119  
(860) 233-1455 Ext.

**Program Staff** For 120 students: five and one-half special education teachers, 20 support personnel, social worker, three speech and language pathologists, .6 psychologist, occupational therapist, .8 physical therapist.

**Description** The West Hartford Public Schools Early Learning Center, a NAEYC accredited program, is designed to serve preschool children, ages 3 to 5, with and without special education needs who are residents of West Hartford. Morning and afternoon classes are offered four days a week. There is also a class offered five days a week for students requiring an intensive program of applied behavior analysis. The program is richly staffed by people with an extensive background in early childhood development, as well as in the area of special needs. Full-time staff includes six early childhood special education teachers, three speech and language clinicians, a social worker, physical therapist, occupational therapist and a nurse. Part-time staff includes a physical education teacher and a school psychologist. Each classroom is also supported and staffed by a teaching assistant and paraprofessional. The child/adult ratio is approximately 4:1, and class size seldom exceeds 15. The program is supervised by an administrator from the Department of Pupil Services.

Parents of children who attend the four-day-a-week classes are invited to participate in the parent program that includes guided observations, parent support

## **11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL**

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**Program Name** Early Learning Center at Whiting Lane School

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groups, and other home-school collaboration activities. All parents have a range and variety of options for participating in program activities. There is a materials charge per semester (which is not refundable once the child has begun the program) for nonspecial education students, but not for students with identified special needs. All parents are requested to contribute a \$5/month snack charge.

The West Hartford Public Schools Early Learning Center follows guidelines and procedures in accordance with Federal law 94-142 and CT Statutes 10-76.

- Outcomes**
- (1) To focus on the entire child, promoting maximal growth in all areas of development.
  - (2) To create an environment where learning becomes an enjoyable experience and flows from children's natural curiosity and interests.
  - (3) To foster improved social and communication skills.
  - (4) To promote positive peer interactions facilitated by role modeling.
  - (5) To facilitate youngsters serving as models for other youngsters.
  - (6) To serve as a resource for parents in identifying, understanding and meeting the needs of their children.
  - (7) To provide special education services for those youngsters with an identified special need.
  - (8) To prepare youngsters for a successful transition to the next step of their education.

## 11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL

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**Program Name** Early Learning Center and Hand-in-Hand Programs

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<b>District</b>	Weston
<b>Grades Served</b>	Pre-K
<b>Disability - If Special Ed. Only</b>	All
<b>Key Features</b>	<ol style="list-style-type: none"><li>1. Early Learning Center provides special education and related services;</li><li>2. Hand-In-Hand Program provides integrated activities with nondisabled peers;</li><li>3. ELC team responsible for transitioning from Birth to Three, and planning transition into kindergarten;</li><li>4. ELC team conducts evaluations and writes IEPs, consulting with parents, nursery school teachers and professionals who work with students; and</li><li>5. Individualized programs promote student participation, mastery of skills, task completion, and generalization of skills.</li></ol>

**Years in Operation** Early Learning - 12 Years, Hand in Hand - 8 Years

**Contact Name and Address**

Dr. Arline Beckoff and Janet Rosenbaum  
Hurlburt Elementary School  
9 School Road  
Weston, CT 06883  
(203) 291-1447 Ext.

**Program Staff** Special education teacher, instructional aides, speech/language pathologist, occupational therapist, physical therapist, school psychologist, adaptive physical education teachers, director of pupil services, elementary school principal.

**Description** The Early Learning Center Program provides special education and related services for preschool age children (ages 3-5) who have been identified with special needs. The program is in session Monday through Thursday from 8:40 a.m.-3:15 p.m. The Hand-in-Hand Program was established to provide opportunities for children without disabilities to play, interact and learn with children who have identified disabilities. The Hand-in-Hand Program is in session on Tuesdays and Thursdays.

The curriculum in the Early Learning Center Program reflects both a behavioral as well as a structured, developmentally appropriate "best practice" approach for teaching children with and without disabilities. An integrated curriculum approach is used to provide opportunities for learning in all domains. (i.e. social/emotional, language/communication, gross/fine motor, behavior, cognitive, self-help, etc.). Activities are selected that encourage children's learning through a combination of direct instruction, active exploration with concrete materials, and interactions with adults and peers. When necessary, an applied behavioral analysis approach is

## **11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL**

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**Program Name** Early Learning Center and Hand-in-Hand Programs

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provided. For children requiring an applied behavior analysis approach, the special education teacher trains instructional aides to provide some of the necessary one-to-one instruction. The teacher also prepares data sheets which are used to document a student's responses, learning and progress. There is also collaboration between a child's home team as well as his/her school team.

The physical environment of the classroom is arranged so that there are clearly defined areas (i.e. house area, art, exercise, sand, water, computer, table top activities, circle time area, etc.) which support direct instruction activities as well as child-initiated and child-directed play and facilitated play. For children who require an applied behavioral analysis instructional approach, work stations have been set up in different areas of the classroom. These work stations are organized with specific materials for each student who requires this approach. Wooden room dividers minimize distractions.

Monthly themes are used to help children learn vocabulary, concepts, skills and information about the world around them. Learning activities and instructional strategies are designed to facilitate the development of language skills, cognitive skills, social interaction skills, independent play and task completions skills, appropriate behavior, gross/fine motor skills, etc. Classroom behavior such as transitioning from one activity to another, following class routines, selecting play materials, participating in group activities, and attending behaviors are systematically taught and reinforced.

Positive behavior management approaches are used within the classroom to minimize inappropriate behaviors and these include: environmental arrangements, scheduling of activities and materials, daily predictable class routine, visual schedules (when necessary) and assignment of staff. There is a focus on systematic positive reinforcement for appropriate behavior and task engagement/completion (i.e. verbal praise, tickles, hugs, smiles, access to an activity that the child had decided to work for, food reinforcers, the use of a penny board token reinforcement system, etc.)

A monthly newsletter is sent home to inform parents about what children are learning in school. Ideas for parents are also provided along with information regarding a young child's development. There is a different topic each month, for example, one month there may be information about repetitive word books and another month there may be information on gross motor activities for young children.

Older siblings of students in the class often come and read to the Early Learning Center and Hand-in-Hand students. For eligible children, summer school services are provided. "Parent to Parent": Several parents of children involved in the Early Learning Center Program have offered to speak with parents of newly referred students or students who may be entering the class. Parental feedback has been very positive when this has occurred.

## **11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL**

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**Program Name** Early Learning Center and Hand-in-Hand Programs

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**Outcomes** Student progress and mastery of skills is reviewed on a daily basis so that instruction and activities for the following school day will help a student to continue to build his/her skills. As children master skills, new ones are introduced. Instruction, materials and strategies are modified based upon a student's learning and responses.

## 11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL

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**Program Name** ESP (Extra Special Preschool)

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**District** New Britain

**Grades Served** Pre-K to K

**Disability - If Special Ed. Only** Autism, Developmental Delay

**Key Features**

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1. Modified use of techniques for students with PDD/ Autism (ABA, floor time, PECS);
2. High staff/student ratio;
3. Integrated service delivery model; and
4. Extended school-year program.

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**Years in Operation** 5 years

**Contact Name and Address**

Mrs. Carol Alberti Gaffney Elementary School 322 Slater Rd. New Britain, CT 06053 (860) 223-2051 Ext.
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**Program Staff** One special education teacher; five to ten hours/week each of: speech and language pathologist, occupational therapist, physical therapist; approximately five hours/month consultant on autism, paraprofessionals (four to six).

**Description** The ESP program offers half-day and full-day options for preschool-aged children with diagnoses or symptomatology of pervasive developmental delay (PDD) and autism. We have incorporated best practice in applied behavior analysis (ABA), communication in naturalistic environments and total communication including picture exchange communication (PEC) systems to teach communication, socialization and readiness skills. Our integrated service delivery model incorporates the services of a speech and language pathologist, occupational therapist and physical therapist into the daily class routine. As appropriate, students are integrated into regular education preschool classes or more typical preschool special education classes. The extended school-year program provides continuity and continued skill development.

**Outcomes**

- (1) Increased awareness of environment.
- (2) Increased socialization with adults.
- (3) Increased communication skills.
- (4) Increased focus to task.
- (5) Increased readiness skills.

## 12 TRANSITION FROM SCHOOL TO ADULT LIFE

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**Program Name** School-to-Career Initiative

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**District** Vernon

**Grades Served** 8

**Disability - If Special Ed. Only** Heterogeneous groups: materials are adaptable to all ability levels

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**Key Features**

1. Self-awareness;
2. Career awareness;
3. Positive work ethic;
4. Respect for diversity; and
5. Preparation for adult life and lifelong learning.

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**Years in Operation** 4 Years

**Contact Name and Address**

Ms. Linda Cimadon  
Vernon Center Middle School  
777 Hartford Turnpike  
Vernon, CT 06066  
(860) 870-6073 Ext.

**Program Staff** Staffing needs depend on how the school programs the course. There are three classes per day. Each counselor teaches one class per day in addition to regular counseling duties.

**Description** The school-to-career initiative is unique because it is a component of the exploratory unified arts block in grade eight. Each student participates in six different unified arts areas for a 30-day cycle allowing all 325 students to be involved.

The two main objectives of the course are self-awareness and career awareness. Through lecture, class and small group discussions, games, videos and career assessment instruments that identify individual strengths, weaknesses, aptitudes and interests, personality types and traits, learning and thinking styles and work values, students become aware of self and how to relate this information to careers and career goals. They are exposed to decision making and goal setting, and explore strategies for better time management as important processes in future career choices. The relationship between self, school subjects, and programs of study for a variety of careers is emphasized.

Students become aware of careers through a variety of resources, such as books, videos, newspapers, radio, the internet, and television. Guest speakers are brought in to talk with the students about their career decisions. In addition, students are encouraged to talk with people in various occupations using specific interviewing techniques to acquire first-hand knowledge. Job requirements and securing a job are looked at, as well as ways to retain jobs once they are acquired.

## **12** TRANSITION FROM SCHOOL TO ADULT LIFE

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**Program Name** School-to-Career Initiative

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**Outcomes** To assess student learning, an individual career action plan is developed by each student. Using various self-assessment tools, career resources and internet access, students make a career plan which will help them in their future school-to-career transition. Through the school-to-career initiative, students develop positive attitudes, a healthy respect for diversity and begin preparation for adult life and lifelong learning.

## 12 TRANSITION FROM SCHOOL TO ADULT LIFE

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**Program Name** Introduction to Self-Advocacy

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<b>District</b>	Ledyard
<b>Grades Served</b>	9 to 12
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<hr/> <ol style="list-style-type: none"><li>1. Self-awareness;</li><li>2. Social/communication skills;</li><li>3. Knowledge of rights and responsibilities;</li><li>4. Information and resources;</li><li>5. Goal-setting and decision-making techniques; and</li><li>6. Problem-solving strategies.</li></ol> <hr/>
<b>Years in Operation</b>	6.5 Years
<b>Contact Name and Address</b>	<div style="border: 1px solid black; padding: 5px;"><p>Ms. Susan B. Juhasz Ledyard High School 24 Gallup Hill Rd. Ledyard, CT 06339 (860) 464-9600 Ext. VCMSLCimadon@netscape.net</p></div>
<b>Program Staff</b>	School psychologist teaches this class. It is a general education elective under the social studies curriculum (1/2 credit awarded).
<b>Description</b>	<p>This self-advocacy survey course gives the student a thorough background in the basic skills necessary to understand their learning needs and take ownership of their education. The concepts and procedures of self-examination, self-acceptance and self-sufficiency are taught through guided practice in a supportive classroom environment.</p> <p>This course provides an excellent way for students to become mature learners. As students become aware and develop an understanding of their learning style, they begin to effectively communicate that information to others and discover how to adapt as tasks and situations demand. In addition, students will develop good communication skills, acquire a sense of responsibility, recognize the need for self-understanding, and implement appropriate problem-solving strategies within the school setting. The format of the self-advocacy course permits students to practice these skills during high school where mistakes are allowed, encouraged, and seen as positive instructional experiences. This will help them be active participants in their education by making decisions and choices for themselves so that they are better prepared for life after high school.</p>
<b>Outcomes</b>	The goal of the self-advocacy course is to address the interests of students who want to develop goal-setting, decision-making and problem-solving skills in preparation for assuming control of their lives in the work force or while furthering their

## **12** TRANSITION FROM SCHOOL TO ADULT LIFE

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***Program Name*** Introduction to Self-Advocacy

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postsecondary education.

## 12 TRANSITION FROM SCHOOL TO ADULT LIFE

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**Program Name** Housatonic Valley Regional High School Transition Program

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**District** RSD # 1

**Grades Served** 9 to 12

**Disability - If Special Ed. Only** SED, MR, LD, Multiple Disabilities, Speech/Language Impairment

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**Key Features**

1. School-based functional curriculum;
2. Work experience;
3. Self-advocacy;
4. Performance assessment and practice; and
5. Coordination with state and community agencies.

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**Years in Operation** 6 Years

**Contact Name and Address**

Mrs. Brigid Roche-Somers Housatonic Valley Regional H.S. 246 Warren Turnpike Rd. Falls Village, CT 06031 (860) 824-5123 Ext.
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**Program Staff** One lead special education teacher; one social worker/transition specialist; one school psychologist; two job coaches; two teaching assistants.

**Description** The function of the transition program is to provide an appropriate education to students that require intensive specialized instruction. The program uses a school-based functional curriculum that covers daily living skills in conjunction with academic requirements. Money handling skills, banking, budgeting, and shopping are math-related concepts that are taught and reinforced with extension into real community usage. Trips to the bank, post office, store, etc. are made in connection with the practical skill. Self-advocacy, guardianship and other legal considerations are covered in classroom curriculum. IEP's reflect student strengths, skills and interests as the means to achieving the acquired learning. Work experience in areas of student choice provides hands-on performance assessment, practice and skill development. Students have a chance to experientially determine their career interests and abilities. This model incorporates school-to-career concepts that are reinforced and practiced. Field trips to places such as the Job Corps, State Capitol and Labor Department raise students' awareness and help them plan for the future. Collaboration and coordination with other state and community agencies is promoted through regular communication, case management and meetings.

**Outcomes**

- (1) Students are connected to adult service agencies.
- (2) Students develop ideas about career directions.
- (3) Basic math and English skills help students succeed.
- (4) Identifiable work interests and directions are determined.

## **12** TRANSITION FROM SCHOOL TO ADULT LIFE

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***Program Name*** Housatonic Valley Regional High School Transition Program

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- (5) Full participation in school and community activities.
- (6) Increased student confidence as they practice work skills.
- (7) Competitive employment is obtained.

## 12 TRANSITION FROM SCHOOL TO ADULT LIFE

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**Program Name**    **Transition**

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**District**    Watertown

**Grades Served**    9 to 12

**Disability - If Special Ed. Only**    All

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**Key Features**

1. An advisory council that meets monthly;
2. Full-time transition coordinator facilitates council and program activities;
3. Continuum of community-based activity/work with job coaches, as necessary;
4. Hands-on, unpaid community work experience twice weekly (bus transportation);
5. Mentorships: paid career exploration in concert with school-to-career initiatives;
6. Parent information nights with agencies and corporate representatives;
7. Student portfolios;
8. For-credit curriculum: skills for the 21st century; and
9. Skill stations to enhance employability skills (cashier, communications, banking, assembly work and keyboarding).

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**Years in Operation**    14 Years

**Contact Name and Address**

Ms. Pamela McGuire  
 Watertown High School  
 324 French Street  
 Watertown, CT 06795  
 (860) 945-4848    Ext.

**Program Staff**    Full-time transition coordinator.

**Description**    Watertown's Hands-On Learning Experience (the WHOLE thing) has been in operation for 12 years. The program focuses on work/career opportunities for students with disabilities (grades five and up) and was cited as a "best practice" program twice. We have been fortunate to employ energetic and creative transition coordinators who have skillfully balanced the needs of the students with the needs of community employers. During the past three years, the Advisory Council (composed of teachers, parents, representatives from DMR, BRS, BESB, Mental Health and Kaynor Tech, a student and administrators) has conducted very successful parent workshops, written and implemented a for-credit curriculum, obtained new job sites and worked collaboratively with the school-to-careers initiative to set up new sites within corporations.

**Outcomes**

- (1) Job choices, training and paid jobs.
- (2) Skill enhancement.

## **12** TRANSITION FROM SCHOOL TO ADULT LIFE

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*Program Name*    **Transition**

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- (3) Self-esteem enhancement.
- (4) Legitimate opportunities to identify and use strengths.

## 12 TRANSITION FROM SCHOOL TO ADULT LIFE

**Program Name** Vocational Education/Special Education

**District** West Hartford

**Grades Served** 9 to 12

**Disability - If Special Ed. Only** SED

**Key Features**

1. Career and vocational exploration class;
2. Vocational consultation and assessment;
3. Work experience; and
4. School-to-work transition.

**Years in Operation** 18 Years - 7 years for school-to-work transition

**Contact Name and Address**

Mr. Glenn McGrath  
 West Hartford Public Schools  
 28 South Main St.  
 West Hartford, CT 06107  
 (860) 523-3500 Ext. 595  
[glennmcgrath@whps.org](mailto:glennmcgrath@whps.org)

**Program Staff** One full-time vocational coordinator.

**Description** Career and vocational exploration class (CAVE) is considered an integral part of many SED high school students educational plans with particular emphasis on "life after high school." Students enrolled in CAVE begin the first semester with an exposure to the role of men and women in the work force and the impact of work on lifestyle. Career clusters are explored and a thorough analysis is made of the job application and interview process. Further units examined during the second semester include money management, consumerism, legal responsibilities, consumer credit, taxes, social security and banking services.

Vocational consultation and assessment with the SED student focuses on interest, aptitudes, skills and short- and long-term goals. Assessment tools, including aptitude tests and interest inventories via the high school career resource center, may be used as well as input from teachers, parents, guidance counselors and previous employers. The objective of the initial interviews is to determine a student's job readiness. Further sessions focus on desired part-time job opportunities. When the student is enrolled in the special education work experience program, ongoing consultations will help ensure successful transition from high school to work.

The SED student enrolled in special education work experience is expected to be employed on a part-time basis for one school semester (at least). Every effort is made to ensure that the job content is aligned with the student's interests and abilities.

A monitoring system is devised by the student, employer and vocational

## 12 TRANSITION FROM SCHOOL TO ADULT LIFE

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**Program Name** Vocational Education/Special Education

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coordinator, whereby the coordinator will visit the job site (typically on an every other week schedule) to ascertain the student's attendance, progress and any other pertinent information. The student's continued involvement in work experience depends on continued success in the classroom. Absence from school means absence from work and disciplinary actions (i.e., detentions and suspensions) will restrict the student from work as well. Half a credit toward graduation is earned for each semester worked.

Beginning in 1994, in response to meeting the needs of graduating SED students in their efforts to sustain employment, the West Hartford Public Schools presented a proposal to the Bureau of Rehabilitation Services to provide the necessary assistance in the transition from school to work. The West Hartford Public Schools recommended that this transition assistance be accomplished via a transition facilitator who would aid the graduating student and that student's family through the first critical months following graduation. The intended focus of this project was the creation of a graduate, parent, and community network with the school's vocational coordinator and the transition facilitator ensuring the appropriate support for the graduate's successful sustained employment.

The requested funding from the Bureau of Rehabilitation Services was allowed to employ a social services professional and the service, in an abbreviated form, continues today.

**Outcomes** Career and vocational exploration class (CAVE): SED students have consistently demonstrated mastery of the job application and interview process. Such mastery ensures that the SED high school student has the skills necessary to locate and procure a job by accurately completing the job application and meeting the demands of the job interview.

In accordance with transition planning as prescribed in PL 105-17, the CAVE curriculum is relevant, functional, teaches skills that are valued as competencies by society and keeps pace with the ever changing dynamics of the adult world. Students completing the CAVE curriculum have developed a workable knowledge necessary to prepare their own budget, complete 1040 tax returns, establish and use personal credit, calculate the cost of credit, and understand the requisites of being a wise consumer.

Vocational consult and assessment/special education work experience: Sixty-seven students have been recommended to the vocational coordinator during the 2000-2001 school year. Of these, 53 have successfully completed the assessment process and have been employed part-time in the community for the duration of at least one semester.

School-to-work transition: Through the use of the vocational coordinator, BRS and the part-time assistance of the transition facilitator (now a private agency provider), the West Hartford Public Schools have seen a notable success rate of SED graduates transitioning from high school to sustained employment. The high

## **12** TRANSITION FROM SCHOOL TO ADULT LIFE

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***Program Name*** Vocational Education/Special Education

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schools have aligned their resources with the resources of the community. The SED graduate has been assisted with interpersonal conflicts on the job and the graduate has learned to self-access and self-advocate in using employment and community services.

## 12 TRANSITION FROM SCHOOL TO ADULT LIFE

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**Program Name** Postgraduate Community-Based Program for Mentally Handicapped Students

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**District** West Hartford

**Grades Served** 12 to 12+ (through age 21)

**Disability - If Special Ed. Only** MR (Intellectual Disability)

**Key Features**

1. Transitional planning for employment and community living;
2. Community-based instruction and learning;
3. Development of personal, social and occupational independence;
4. Interdisciplinary team planning and teaching;
5. Provision of support services to meet individual student needs;
6. Inclusion within least restrictive environment; and
7. A continuum of programming for students at supported or independent levels.

**Years in Operation** 7 Years

**Contact Name and Address**

Mr. Glenn McGrath  
 West Hartford Public Schools  
 28 South Main St.  
 West Hartford, CT 06107  
 (860) 523-3500 Ext. 595  
 glennmcgrath@whps.org

**Program Staff** 1.5 full-time special education teachers; One part-time vocational coordinator; One part-time social worker; One part-time speech/language consultant; Two full-time teaching assistants.

**Description** West Hartford Public Schools has established a post-high school program on the campus of an area college. The program provides an educational opportunity to prepare students with mental retardation (ages 18-21) for successful transition to meaningful employment and community living. Through a variety of vocational, social and community-based training activities, students will increase their knowledge and skill level to enhance their life experiences.

**Outcomes**

- (1) Students are developing skills necessary for independent functioning, work, community and social environments.
- (2) Students are developing stronger communication and self-advocacy skills.
- (3) Students are making realistic choices.
- (4) Students appear to demonstrate a higher level of intellectual processing.
- (5) Students are more willing to try new and different activities.
- (6) Students are displaying appropriate behaviors in social, vocational and community situations.
- (7) Students are mobility trained based on their level of independence.
- (8) Students are responsible for personal time management.

## 13 SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

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**Program Name** Canton Parents As Teachers

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**District** Canton

**Grades Served** Pre-K to K

**Disability - If  
Special Ed. Only** N/A

**Key Features**

1. Home-school-community partnership;
2. Early childhood parent education and family support program;
3. Personal visits;
4. Group meetings with parents and children;
5. Screening; and
6. Resource network.

**Years in Operation** 14 Years

**Contact Name  
and Address**

Ms. Wendy Scheinberg  
Cherry Brook Primary School  
4 Barbourtown Rd  
Canton, CT 06019  
(860) 693-7765 Ext.  
cbps@connix.com

**Program Staff** Certified parent educators.

**Description** Parents as Teachers is a unique parent education and school readiness program. The program is designed to give children the best possible start in life. The program is a home-school-community partnership that is based on the philosophy that parents are their children's first and most influential teachers. PAT is designed to serve all families (from birth to age 5) by providing parents and caregivers with information on child development and suggestions to encourage learning opportunities in language and intellectual growth, physical and social skills. This voluntary primary prevention program offers: 1. personal visits by certified parent-educators trained in child development; 2. group meetings; 3. developmental screenings; 4. resource network: PAT helps families link with special services.

**Outcomes** Experience has shown that PAT can produce confident, competent parents and happy, well-rounded academically able children.

## 13 SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

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**Program Name** Home-School Collaboration

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**District** Manchester

**Grades Served** Pre-K to 12

**Disability - If Special Ed. Only** All

**Key Features**

1. Involvement of parents in addressing student problems;
2. Group problem-solving process with staff, parents and others;
3. Process for determining if the problem is motivation or ability;
4. Assisting parents with parenting skills; and
5. Close home-school communication, daily report cards.

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**Years in Operation** 4 Years

**Contact Name and Address**

Dr. Martha Hartranft Manchester Public Schools 45 North School Street Manchester, CT 06040 (860) 647-3448 Ext. Martyh@ci.manchester.ct.us
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**Program Staff** Staff needs to be trained in the approach, family therapists are used as consultants with some cases; central office staff support the building-based staff.

**Description** This approach, developed by Dr. Brien O'Callaghan, is a model that focuses on the involvement of parents and students in the problem-solving process. The first step is for the teacher to have a conference with a student and to use problem-solving questions. If unsuccessful, the family is brought in. Others are included from the building, central office and outside, if needed (a family therapist).

Everyone involved is asked to reach a consensus as to the problem and the solution. Determining whether the problem is motivational in nature or ability-based is critical.

The parent's role is very important. Close communication is set up between the home and school, and parents use consequences at home for the student's behavior in school.

We have done a variety of training sessions for staff, and have used a consultant in some situations. This approach has been used at the elementary, middle and high school levels in Manchester.

**Outcomes**

- (1) Improved behavior and academic performance.
- (2) Greater involvement of students in solving problems.

## 13 SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

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**Program Name** School-Based Collaboration with Families

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<b>District</b>	Newtown
<b>Grades Served</b>	Pre-K to 12
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<hr/> <ol style="list-style-type: none"><li>1. This program is a short-term collaborative intervention for students who are having difficulties related to social, emotional and/or behavioral issues;</li><li>2. The student, family members, school staff and relevant outside agency or professionals meet together in one to three sessions at school to discuss problems and solutions; and</li><li>3. Parents/family involvement is a key component.</li></ol> <hr/>
<b>Years in Operation</b>	17 Years
<b>Contact Name and Address</b>	<div style="border: 1px solid black; padding: 5px;"><p>Ms. DeEtta Breitwieser Middle Gate School Cold Spring Rd. Newtown, CT 06470 (203) 426-9331 Ext.</p></div>
<b>Program Staff</b>	School professional (e.g., school administrator, school social worker, school psychologist, guidance counselor, special or regular education teacher) to facilitate the meetings and coordinate the program; staff to cover classroom coverage for teacher, if meeting held during the school day.
<b>Description</b>	This program is a short-term, family systems-based approach to solving student's academic and social-emotional problems. It is a competency based intervention program that brings together the student and relevant people in his/her home, school and community life, for one to three sessions at school. Rather than focus on deficits within the student, emphasis is placed on the strengths, resiliency and ability of the student to achieve success. Participants develop skills and insights to better understand the problem. If significant change has not taken place, the barriers to success are uncovered, discussed and strategies refined. At the third meeting, if needed, progress and accomplishments are supported and resistance to change is diminished. Used as a prereferral strategy, this model prevents placement in special education or more costly out-of-district placements.
<b>Outcomes</b>	<ol style="list-style-type: none"><li>(1) Improved academic performance.</li><li>(2) Improved student behavior and motivation.</li><li>(3) Improved peer relationships.</li><li>(4) Improved communication between all participants.</li><li>(5) Improved parenting skills which positively influence student performance.</li><li>(6) Increased number of students remaining in the mainstream setting.</li></ol>

## 13 SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

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**Program Name** School-Based Collaboration with Families

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<b>District</b>	Rocky Hill
<b>Grades Served</b>	Pre-K to 12
<b>Disability - If Special Ed. Only</b>	All
<b>Key Features</b>	<ol style="list-style-type: none"><li>1. Therapeutic assessment and intervention;</li><li>2. Training for parents and staff;</li><li>3. Support system for parents;</li><li>4. Open, direct communication between home and school; and</li><li>5. Assessment skills for collaborators.</li></ol>

**Years in Operation** 6 Years

**Contact Name and Address**

Dr. Ruth Young  
Rocky Hill Public Schools  
Old Main Street  
Rocky Hill, CT 06067  
(860) 258-7705 Ext.

**Program Staff** A trained collaborator is required in order to establish a common ground from which to develop a consistent approach with the student. We have used Dr. J. Brien O'Callaghan who developed the program as the trainer.

**Description** The program presents a model of shared therapeutic assessment and collaboration among families, schools, students and support staff involved with the student. Problematic behavior areas identified and a plan for intervention established. The program provides a systematic approach for both schools and families to quickly intervene and eradicate the problem behavior(s). By regaining control and establishing specific consequences for the behavior, a quick turn around is usually observed. The partnership, established between the family and the school, leads to trust and shared responsibility in fine tuning the intervention required to diminish the unwanted behavior.

**Outcomes** Students (who were frequently disruptive, aggressive and noncompliant) quickly experience consistent consequences for their inappropriate behaviors, and a corresponding decrease in noncompliant behaviors is usually seen within one or two weeks. Inappropriate school behaviors are reinforced with consequences at home and, thus, students experience a united home-school front. This approach is truly a shared collaboration that works very successfully when all players are actively engaged in the process.

## 13 SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

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**Program Name** Simsbury's Home-School Collaboration

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<b>District</b>	Simsbury
<b>Grades Served</b>	Pre-K to 12
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"><li>1. Regular education intervention program;</li><li>2. Identification and resolution of parenting issues which influence school performance;</li><li>3. Open, honest, direct communication with parents;</li><li>4. Problem-solving conferencing skills for educators; and</li><li>5. Consistent behavior management program for students.</li></ol>

**Years in Operation** 9 Years

**Contact Name and Address**

Dr. Gregory Little  
Simsbury Public Schools  
933 Hopmeadow Street  
Simsbury, CT 06070  
(860) 658-3873 Ext.  
glittle@simsbury.k12.ct.us

**Program Staff**

**Description**

Home-school collaboration (HSC) is a school-based model by Dr. Brien O'Callaghan and has been implemented in the Simsbury Public Schools since 1992 to prevent or resolve a student's academic, psychological or behavioral problems. The basic philosophy of HSC is that most behavior is best understood from a contextual, systemic analysis of the belief system, relationships, interactions and quality of communication among the significant adults in a child's life.

HSC has been conceptualized initially as a regular education intervention program to assist children preschool through grade 12. Regular education teachers and school-based special services staff are trained in how to conduct open, honest, direct school conferences with students and parents. Parent school conferences are held using problem-solving questions to understand the nature of the child's problem (whether the problem is one primarily of ability or motivation). Adult use or overuse of concepts, such as protection and control of children, are examined as well as the effective use of both positive and negative consequences. A school decision chart outlines steps involved in the model and involvement of staff. Rules of Life, which describe student's responsibilities, rights and privileges, are also clarified at these meetings.

Home-school intervention plans, based on daily report cards, are developed with parents and school staff to improve communication and support mutual academic and behavioral goals. Teacher and parent assessment of the positive

## **13 SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS**

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**Program Name** Simsbury's Home-School Collaboration

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changes in school progress have been documented. In addition, a doctoral research project was also conducted which validated the approach of the HSC model.

- Outcomes** Although home-school intervention plans are individualized for each school, student outcomes have generally included improvement in:
- (1) Classroom academic performance.
  - (2) Social/behavioral skills.
  - (3) Student independence.
  - (4) Homework completion.

## 13 SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

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**Program Name** Grandparents Day

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**District** Shelton

**Grades Served** K to 6

**Disability - If  
Special Ed. Only**

**Key Features**

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1. Grandparents spend school time with grandchildren;
  2. Participate in classroom activity;
  3. Become aware of school and teacher; and
  4. Have the opportunity to build an educational bond with grandchildren.
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**Years in Operation** 5 Years

**Contact Name  
and Address**

Ms. Susan Arpin Long Hill School 565 Long Hill Ave. Shelton, CT 06484 (203) 929-4077 Ext.
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**Program Staff** None noted.

**Description**

Although we call it Grandparents Day, we do recognize that in today's society not all children have grandparents that are close by or readily available, so other adults who have played a significant role in the child's life are invited. The purpose of the visit to school is to provide grandparents with the opportunity to interact with their grandchildren in the school environment. They enjoy coffee, tea, etc., and are then escorted to classrooms. While in the classroom, they participate in daily lessons. Most teachers plan lessons and activities that require cooperation and collaboration between child and adult.

All activity occurs prior to the lunch hour. Since we do not have the room or space to accommodate large numbers of people during our lunch/recess time, all visitors leave the building by 11:30 a.m. We do run a separate session for afternoon kindergarten students. The program is one of several we have implemented to develop positive home-school-community relationships, awareness and cooperation.

**Outcomes**

- (1) Students recognize that their grandparents care about their education.
- (2) Students develop a sense of family and pride in accomplishments.
- (3) Students participate in the planning of each classroom activity and its implementation.

## 13 SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

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**Program Name** Family Science Days

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**District** Shelton

**Grades Served** 1 to 6

**Disability - If  
Special Ed. Only** N/A

**Key Features**

1. Parent involvement;
2. Opportunity for school to highlight curriculum, teaching strategies, initiatives; and
3. Opportunity to build positive home-school relationships.

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**Years in Operation** 1 Year

**Contact Name  
and Address**

Ms. Susan Arpin Long Hill School 565 Long Hill Ave. Shelton, CT 06484 (203) 929-4077 Ext.
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**Program Staff** None beyond existing staff.

**Description** Parents come into the classroom during science instruction to observe and participate in hands-on science activities with their children.

**Outcomes** Parents are given the opportunity to familiarize themselves with our FOSS Program, which is a hands-on approach to science instruction. By observing this wonderful program, we have gotten much support for this science initiative.

## 13 SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

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**Program Name** Parent-Read-Aloud

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**District** Branford

**Grades Served** 2

**Disability - If  
Special Ed. Only** N/A

**Key Features**

1. Parent read aloud;
2. Develops a love of reading;
3. Develops listening skills; and
4. Develops comprehension skill.

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**Years in Operation** 5 Years

**Contact Name  
and Address**

Ms. Judith Mautte  
John B. Sliney School  
23 Eades Street  
Branford, CT 06405  
(203) 481-5386 Ext.  
jmautte@snet.net

**Program Staff** Parents, grandparents, aunts, uncles, or even older siblings serve as volunteers. We have the volunteers sign up for one day per month for the entire school year. They have up to 30 minutes to read. They can bring in a book of their choice or they can use a classroom library book. We have enough parents sign up for this program so that we have a volunteer in our classroom everyday of the week all year long.

**Description** Parent-Read-Aloud: This program was initiated to help develop a love of reading in our second grade students. We had hoped that the students, while enjoying good literature, would develop better listening skills, comprehension skills and social skills as well.

The program has been quite successful. The students really enjoy having their parents come in to the classroom to read to their friends. It has become a good motivational strategy, and a model for good oral reading.

**Outcomes**

- (1) Students develop a love of literature.
- (2) Students develop better listening skills.
- (3) Students develop better comprehension skills.
- (4) Students develop the ability to attend to a task for a sustained period of time.
- (5) Students read orally with better expression.

## 13 SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

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**Program Name** Programs to Support Communication between School and Home

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**District** West Hartford

**Grades Served** 6 to 12

**Disability - If Special Ed. Only** N/A

**Key Features**

1. Twelve programs to enhance communication between school and home;
2. Programs were developed by school counselors;
3. Programs are based on needs assessments of parents;
4. Each program is designed to meet a particular need; and
5. Most programs involve student and parent participation together.

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**Years in Operation** 9 Years

**Contact Name and Address**

Dr. Nancy DePalma, Director of Guidance  
 West Hartford Public Schools  
 975 North Main Street  
 West Hartford, CT 06117  
 (860) 232-4561 Ext. 1055

**Program Staff** School counselors.

**Description** Twelve student and parent programs sponsored by school counselors (in sixth through twelfth grades) were developed based on the results of a comprehensive needs assessment, an evaluation of previous programs and feedback from students, parents and staff. Each program was designed to meet a particular need and is reviewed yearly for potential changes. (1) Orientation programs for incoming sixth and ninth grade students and students new to the community and their parents – Goal: To ease the transition from elementary-to-middle and middle-to-high school/former community to West Hartford; to meet with each group to explain the school counselor’s role. (2) Programs for parents of incoming sixth and ninth graders – Goal: To engage parents in participating in small discussion groups on selected topics (e.g. “Ask Your Counselor,” “Parenting Under Siege,” and “Study Skills” – breakfast and early evening, question and answer format). (3) Program for parents and seniors – Goal: To involve parents and students in a mandatory meeting detailing the college application process. (4) Program for parents and juniors – Goal: To involve parents and students in the post-high school planning and options research process. (5) College panel program – Goal: To invite six selected colleges to participate on a panel for the purposes of getting to know the colleges better and for the colleges to familiarize themselves with the schools and the West Hartford community, and to learn about current trends in the admissions process. (6) NCAA program for students and parents – Goal: To present information about a variety of colleges, post-high school options and program

## **13 SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS**

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**Program Name** Programs to Support Communication between School and Home

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offerings (format: fair with representatives from between 100 and 150 schools and the military). (9) Guidance magnets: To get the school counselor's name, phone and identifying information on every family's refrigerator for ease of access. (10) Sophomore parent program – Goal: To disseminate information about post-high school planning, CAPT and PSAT results, summer internships and job shadowing programs to parents and students. (11) Course selection program for entering ninth grade students – Goal: To provide an informational evening presentation to disseminate information regarding course offerings and to familiarize parents and students with high school staff and facilities. (12) Activities fair for incoming ninth grade and other new students – Goal: To present information on the variety of extracurricular activities (e.g. sports and clubs) available at the high schools.

**Outcomes**

Students and parents will:

- (1) Become knowledgeable about the role of the school counselor.
- (2) Understand the relationships among academic achievement, personal/social behavior and career planning.
- (3) Understand the connections between academic subjects and career/college requirements.
- (4) Develop a career/educational plan (sixth through twelfth grades and post-high school).
- (5) Understand the value of participation in extracurricular activities or sports.
- (6) Understand how to obtain financial aid for college.
- (7) Improve decision-making and problem-solving skills.

## 13 SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

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**Program Name** School-to-Home Liaison

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<b>District</b>	West Hartford
<b>Grades Served</b>	6 to 12
<b>Disability - If Special Ed. Only</b>	N/A
<b>Key Features</b>	<ol style="list-style-type: none"><li>1. Increase attendance while lowering drop-out rate;</li><li>2. Improve academic performance;</li><li>3. Provide outreach and support to student's family to engage them in the child's educational program; and</li><li>4. Provide educational support and assistance through study skills, behavioral intervention plans, individual and group counseling, communication and social skills building, transitional planning and consultation with teachers, school administration and parents.</li></ol>

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**Years in Operation** 3 Years

<b>Contact Name and Address</b>	Mr. Glenn McGrath, Director of Pupil Services Education Center 28 South Main St. West Hartford, CT 06107 (860) 523-3500 Ext.
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**Program Staff** Four school to home liaisons

**Description** The school-to-home liaison (SHL) program began in the 1998-99 school year. Its primary role is to contact families that are new to the West Hartford public school district. Telephone calls are made to homes and workplaces to answer questions, address concerns and to inform parents of important events such as orientations, open houses and programs designed for new families. Individual meetings are set up for those families who want a consultation either in their home or at school.

The school's guidance counselors refer a caseload of regular education students to each SHL whom they consider at risk of failing or dropping out of school because of academic, attendance, behavioral or attitudinal problems. Upon referral, the SHL gathers data to establish a baseline on the above named concerns. The student, teachers and administrators are interviewed to gauge a student's current level of performance and establish some history regarding the student's performance. This data is recorded on a student general information form that was designed by the SHL's. An Individual Intervention Plan (IIP) is filled out by the SHL and put into action. The ultimate goal is to see that students attend school regularly and do as well as possible while they are there. The SHL functions as a coach, a counselor, a mentor, an advocate, a parental figure, a role model, a

## **13 SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS**

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**Program Name** School-to-Home Liaison

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disciplinarian, a case manager and a teacher on any one given day with any one student. The SHL has the flexibility to reach out into the community and into the home, while handling a manageable caseload.

- Outcomes** Administration and data supports substantial evidence towards the following:
- (1) Overall increase in academic performance.
  - (2) Increased involvement and motivation in classwork.
  - (3) Completion of homework assignments.
  - (4) Increased school and class attendance.
  - (5) Decreased discipline referrals and school suspensions.
  - (6) Decreased peer conflicts.
  - (7) Decreased drop-out rates.
  - (8) Increased productive education follow-up for those students who choose to drop out.

# Appendices

# Appendix A

- Initial Mailing



# STATE OF CONNECTICUT

## STATE BOARD OF EDUCATION



January 29, 1999

Dear Colleague:

In order to support school districts' efforts to develop and implement exemplary programs for all students, the Bureau of Special Education and Pupil Services will be publishing a resource directory of successful school programs and practices. The resource directory provides an opportunity for your school district to receive recognition and to assist others in the development of quality programs throughout the state for children and young adults aged 3-21.

The directory is one of the strategies outlined in the *Connecticut Agenda for Improving Education Services to All Students Particularly Students Eligible for Special Education and Related Services* issued by the Connecticut State Board of Education in February 1998. The Connecticut Agenda supports the implementation of teaching and learning options that foster high expectations and challenging curriculum for all students.

Please refer to the enclosed list of selected topic areas to be included in the directory. We are asking for self-nominations from individual schools and school districts that have implemented programs which have resulted in improved student performance. Selection for the publication will be based upon the following criteria:

1. The program has been implemented for at least one school year.
2. The program can be replicated.
3. Improved student performance can be clearly demonstrated.
4. The description of the program is comprehensive and clear.
5. The program exemplifies best practices in meeting students' needs.

In addition, the school district must be willing to respond to inquiries from other districts and have staff from other districts visit the program, and may also be asked to participate in a professional development exchange forum.

Please circulate copies of this mailing to principals, program coordinators and others to whom it may apply. (Note: superintendents and special education directors are the only LEA administrators who will receive this mailing.)

The deadline for submission is March 31, 1999. If you have any questions, you may contact Bob Lichtenstein at (860) 807-2042.

Sincerely,

Theodore S. Sergi, Commissioner  
Department of Education

**SUCCESSFUL SCHOOL PRACTICES RESOURCE DIRECTORY**

(This form must be used for each submission. Districts are welcome to submit more than one successful practice.)

Program Title: \_\_\_\_\_

Topic Areas: \_\_A \_\_B \_\_C \_\_D \_\_E \_\_F \_\_G \_\_H \_\_I \_\_J \_\_K

Ages/grades: \_\_\_\_\_

Disability (If applicable): \_\_\_\_\_

Program Features (Bullet main components):

- 
- 
- 
- 

Program Description (Complete form on back of this page):

School(s) and District: \_\_\_\_\_

\_\_\_\_\_

Contact person: \_\_\_\_\_

\_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

\_\_\_\_\_

E-mail: \_\_\_\_\_

\_\_\_\_\_

The district is willing to share this program at an exchange forum that may require a day of release time.

---

Principal's Signature (if applicable)

Date

---

Superintendent of Schools' Signature

Date

## **PROGRAM DESCRIPTION**

General Overview:

How long has the practice/program been implemented? \_\_\_\_\_

Staffing Needs:

Student Outcomes:

Please return this form by March 31<sup>st</sup> to:

George Dowaliby, Chief  
Bureau of Special Education and Pupil Services  
25 Industrial Park Road  
Middletown, CT 06457

# Topic Areas and Examples for Program Directory

- A. Processes for implementing alternative strategies in regular education
  - 1. School-based intervention assistance teams (e.g., Early Intervention Project, Student Assistance Teams)
  - 2. Consultation/collaboration
  - 3. Pre-referral community-based strategies for children ages 3-5
  
- B. Linking assessment and instruction
  - 1. Curriculum-based assessment
  - 2. Specialized assessments for planning remedial strategies
  - 3. Developmentally-sequenced curriculum guides
  
- C. Strategies for prevention and early intervention of academic problems
  - 1. Teaching learning strategies and metacognitive skills (e.g., Strategies Intervention Program)
  - 2. Peer tutoring
  - 3. Technology-assisted instruction (e.g., computers, classroom acoustics)
  - 4. SLP-teacher collaboration to build communication competence
  - 5. Study skills/test-taking skills
  
- D. Models for reading instruction
  - 1. Individual/small group tutoring
  - 2. Multi-sensory code-based instruction
  - 3. Literacy circles
  - 4. Organizational models for intervention/support
  - 5. Strategies for achieving automaticity and fluency
  
- E. Classroom organization methods to increase motivation and individualization
  - 1. Cooperative learning
  - 2. Co-teaching
  - 3. Application of multiple intelligences
  - 4. Integrated curriculum
  - 5. Alternative approaches to scheduling (e.g., block scheduling)
  - 6. Flexible grouping
  - 7. Looping

- F. Promoting appropriate student behavior through positive classroom and school environment
  - 1. School-wide rules, goals, belief systems
  - 2. Alternative education programs
  - 3. Supportive relationships with adults
  - 4. Alternative methods for dealing with conflicts and disciplinary matters
  - 5. Crisis prevention and response, and safe schools
  - 6. Cooperative challenge activities (e.g., Project Adventure)
  - 7. Cognitive problem-solving skills training
  - 8. Teaching self-management strategies
  
- G. Health and mental health promotion, prevention, and early intervention
  - 1. Social development/life skills curriculum
  - 2. Violence prevention/conflict resolution programs
  - 3. Peer mediation
  - 4. Mentoring (e.g., Primary Mental Health Program)
  - 5. School health and mental health services
  - 6. Collaborative functioning of support staff
  
- H. Promoting school readiness for all children entering school
  - 1. Universal preschool programs
  - 2. Supporting parents and caretakers
  
- I. School-family-community partnerships
  - 1. Regular, two-way communication between home and school
  - 2. Collaborative behavior plans
  - 3. Parent education
  - 4. School governance teams (e.g., Comer model)
  - 5. Use of school as community service center (e.g., Family Resource Center)
  
- J. Special education service delivery models
  - 1. Developing inter-disciplinary IEP goals
  - 2. Integrating related services into the classroom
  - 3. Inclusive education models (e.g., adapting instruction, environment, materials)
  - 4. Use of assistive technology
  - 5. Exemplary programs for students with specific disabilities (e.g., autism)
  - 6. Preschool programs using inclusive models, community settings, range of options, etc.
  
- K. Innovation practices in transition from school to adult life programs
  - 1. Continuum of community-based employment and training opportunities
  - 2. Comprehensive vocational assessment procedures
  - 3. Collaboration and linkages with state and community agencies
  - 4. Ongoing family involvement in the transition planning process
  - 5. School-based functional curriculum
  - 6. Teaching students self-advocacy skills

## Appendix B

- Index of Programs by Topic Area

# Appendix B:

## Index of Programs by Topic Area

<i>Topic Area/Program Name</i>	<i>District</i>	<i>Grade(s)</i>	<i>Topic Area Where Listed</i>	<i>Page No.</i>
<b>1 SYSTEMS FOR IMPLEMENTING ALTERNATIVE STRATEGIES IN REGULAR EDUCATION</b>				
Grade-Level, Special Education, Special Seminars	Canton	Pre-K to 3	0	1
WIST: Watertown's Intervention Strategies Teams	Watertown	Pre-K to 12	0	2
Special Education Consult Time	Canton	K to 3	0	3
PAL: Promoting Affective Learning	Canton	K to 3	0	4
Child Study Team - Early Intervention	Shelton	K to 6	0	6
Improving the Success and Learning of Torrington's Ninth Grade Students	Torrington	9	0	7
<b>2 INSTRUCTIONAL STRATEGIES FOR PREVENTION AND REMEDIATION OF ACADEMIC PROBLEMS</b>				
Summer Homework at Cherry Brook Primary School	Canton	Pre-K to 3	0	9
Peer Tutoring	Hamden	9 to 12	0	10
<b>3 LITERACY INSTRUCTION</b>				
Writer's Boxes	Canton	K	0	11
Phonological Awareness in Kindergarten	RSD # 1	K	0	12
Phonological Awareness in Curriculum	Branford	K to 1	0	14
Foundation for Literacy	Wethersfield	K to 1	0	18
Reader's Workshop	Litchfield	K to 6	0	17
Practical Strategies for Readers and Writers in the Primary Classrooms	Madison	1 to 3	0	16
Peer Reading	Branford	2	0	19
The Gilbert School Summer Reading and Writing Program	Gilbert (End. & Inc. Academy)	9 to 12	0	20
Reading: Clinical-Remedial-Developmental-Advanced	Vocational-SE	9 to 12	0	21

<i>Topic Area/Program Name</i>	<i>District</i>	<i>Grade(s)</i>	<i>Topic Area Where Listed</i>	<i>Page No.</i>
<b>4 LITERACY INTERVENTION FOR AT RISK/SPECIAL EDUCATION STUDENTS</b>				
Step-Up Program	Canton	K	0	22
Adventures in Reading	Farmington	K to 2	0	23
Summer Adventures	Canton	K to 3	0	25
Early Success Reading Program	Shelton	1 to 2	0	26
Morning Walking and Reading	Canton	1 to 3	0	27
Partners in Education	Watertown	2	0	28
Code-Based Reading Instruction within a Balanced Approach	Farmington	2 to 5	0	29
Language Academy Program	Stratford	3 to 6	0	31
TDOD (Taking the "Dys" Out of "Dyslexic")	Watertown	7 to 12	0	32
Motivational Reading Strategies for High School Students: Bringing the Classics Alive	Plainfield	9 to 12	0	33
<b>5 ORGANIZATION AND MANAGEMENT STRATEGIES</b>				
Centers Based on the High Scope Philosophy	Canton	1	0	34
Looping	Canton	1 to 3	0	36
Literature Circles	Ellington	4	0	37
Schools of Inquiry	Canton	4 to 6	0	38
<b>6 PROMOTING POSITIVE BEHAVIOR</b>				
Written Elementary Curriculum for Classroom Mental Health Program	RSD # 15	K to 5	0	39
Social Development Program	Chester	K to 6	0	40
Elementary School Counseling Program	Seymour	K to 6	0	42
Cultural Connections Through Celebrations	Ridgefield	1	0	43
Leaders for the New Millennium	Plainfield	4 to 5	0	45
PROUD (Peaceful Resolution Opens Up Doors), PACT (Peers Arbitrating Conflicts Together)	Watertown	5 to 12	0	46
Peer Mediation	West Hartford	6 to 8	0	47
Teen Outreach Program	Putnam	8	0	49
PRIDE Night	East Hartford	9 to 12	0	50

<b>Topic Area/Program Name</b>	<b>District</b>	<b>Grade(s)</b>	<b>Topic Area Where Listed</b>	<b>Page No.</b>
Peer Mentoring	Hamden	9 to 12	0	51
<b>7 MANAGEMENT AND INTERVENTION FOR SOCIAL-EMOTIONAL PROBLEMS, BEHAVIORAL DISORDERS</b>				
(SCOPE) School Community Outreach Program Exchange	Madison	Pre-K to 5	0	52
Positive Behavior Intervention Plan	Canton	K to 3	0	53
PALS (Playing and Learning Support) PMHP grant	Eastford	K to 3	0	54
Age Blending for Unique Group Counseling	RSD # 15	K to 5	0	55
Learning Center Program (SED Elementary)	West Hartford	K to 5	0	56
Dining Club/Recess Club	Putnam	3 to 5	0	58
Academic and Community Experience Program (ACE)	New Britain	6 to 8	0	59
Buttons Unlimited	RSD # 16	6 to 8	0	61
Renaissance Program	Waterford	6 to 8	0	62
Off-Campus Program	West Hartford	6 to 12	0	63
PIE/Ears and You Are Not Alone	Montville	7 to 8	0	64
Mediation Center-Manchester Regional Academy	Manchester	7 to 12	0	65
Behavior Analyst Guidelines	East Hartford	9 to 12	0	66
LIFE (Lifelong Initiatives For Education) Academy Program	East Hartford	9 to 12	0	67
Satellite/Links	Waterford	9 to 12	0	68
Outdoor Challenge Course	Watertown	9 to 12	0	69
<b>8 HEALTH PROMOTION; SAFE AND HEALTHY SCHOOL ENVIRONMENT</b>				
Drug Free Fairs	Hamden	K to 12	0	70
<b>9 SPECIAL EDUCATION SERVICE DELIVERY: LEARNING AND INSTRUCTION</b>				
Integrating the Autistic Child into the Mainstream Classroom	Ridgefield	K to 3	0	71
Elementary Special Education Resource Room	Tolland	1 to 4	0	72
Pathways II Collaborative: EHPS and The Children's Center of Hamden	East Haven	1 to 12	0	74
Life Skills Program	Private Facility: Elizabeth Ives School	4 to 8	0	75
STARS (Students That Achieve Raised Scores)	Watertown	5 to 6	0	76

<i>Topic Area/Program Name</i>	<i>District</i>	<i>Grade(s)</i>	<i>Topic Area Where Listed</i>	<i>Page No.</i>
<b>10 SPECIAL EDUCATION SERVICE DELIVERY: INCLUSIVE EDUCATION</b>				
Paraeducator Seminars: The Importance of Ongoing Communication and In-Service Training	Canton	Pre-K to 3	0	77
Mountain to Mohammed	Watertown	Pre-K to 5	0	79
Inclusion Model	Madison	1 to 3	0	80
PREPP II: Parent Resource Exceptional Preschool Program II	Waterford	K to 2	0	81
Early Learning Skills Classes	Watertown	K to 4	0	83
"Social Skills Lessons for Children with Autistic-Like Symptoms..."	Fairfield	K to 5	0	84
Special Needs Elementary Program	West Hartford	K to 5	0	85
Adjusted Curriculum	West Hartford	K to 5	0	87
SMD (Severe Multiple Disabilities)	New Britain	K to 5	0	89
	Consolidated			
Inclusion Model of Service Delivery - Eastford	Eastford	K to 8	0	90
TOTAL: Teaching Opportunities To All Learners	RSD # 1	K to 8	0	92
Resource Program	Branford	5 to 8	0	93
Interest-Driven Program	Ashford	7 to 8	0	95
STARS - Strategic Teaching And Resource Support	Stratford	6 to 8	0	96
Co-Teaching and Its Extended Benefits	Farmington	9 to 12	0	98
Buddy Program	Hamden	9 to 12	0	100
Circle of Friends	Watertown	9 to 12	0	101
<b>11 SPECIAL EDUCATION SERVICE DELIVERY: PRESCHOOL</b>				
EASY-Early Academic Success for Youngsters	Ansonia	Pre-K	0	102
Bloomfield Preschool Program	Bloomfield	Pre-K	0	103
Early Years Center	Branford	Pre-K	0	104
Pre-kindergarten Integrated Developmental School	Canton	Pre-K	0	106
Preschool Special Education Program	Madison	Pre-K	0	108
Parent Resource Exceptional Preschool Program (PREPP)	Waterford	Pre-K	0	109
Preschool Intervention Program: Just Friends	Watertown	Pre-K	0	110

<b><i>Topic Area/Program Name</i></b>	<b><i>District</i></b>	<b><i>Grade(s)</i></b>	<b><i>Topic Area Where Listed</i></b>	<b><i>Page No.</i></b>
Early Learning Center at Whiting Lane School	West Hartford	Pre-K	0	111
Early Learning Center and Hand-In-Hand Programs	Weston	Pre-K	0	113
ESP (Extra Special Preschool)	New Britain	Pre-K to K	0	115
<b>12 TRANSITION FROM SCHOOL TO ADULT LIFE</b>				
School-to-Career Initiative	Vernon	8	0	116
Introduction to Self-Advocacy	Ledyard	9 to 12	0	117
Housatonic Valley Regional High School Transition Program	RSD # 1	9 to 12	0	118
Transition	Watertown	9 to 12	0	119
Vocational Education/Special Education	West Hartford	9 to 12	0	120
Postgraduate Community-Based Program for Mentally Handicapped Students	West Hartford	12 to 12 (to age 21)	0	122
<b>13 SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS</b>				
Canton Parents As Teachers	Canton	Pre-K to K	0	123
Home-School Collaboration	Manchester	Pre-K to 12	0	124
School-Based Collaboration with Families	Newtown	Pre-K to 12	0	125
School-Based Collaboration with Families	Rocky Hill	Pre-K to 12	0	126
Simsbury's Home/School Collaboration	Simsbury	Pre-K to 12	0	127
Grandparents Day	Shelton	K to 6	0	129
Family Science Days	Shelton	1 to 6	0	130
Parent-Read-Aloud	Branford	2	0	131
Programs to Support Communication between School and Home	West Hartford	6 to 12	0	132
School-to-Home Liaison	West Hartford	6 to 12	0	134

## Appendix C

- **Programs Serving Students with  
Special Education Disabilities**

## Appendix C: Programs Serving Students With Special Education Disabilities

<i>Disability/Program Name</i>	<i>District</i>	<i>Grade(s)</i>	<i>Topic Area Where Listed</i>	<i>Page No.</i>
<b>All</b>				
Early Learning Center and Hand-In-Hand Programs	Weston	Pre-K	11	113
Paraeducator Seminars: The Importance of Ongoing Communication and In-Service Training	Canton	Pre-K to 3	10	77
Home-School Collaboration	Manchester	Pre-K to 12	13	124
School-Based Collaboration with Families	Rocky Hill	Pre-K to 12	13	126
Early Learning Skills Classes	Watertown	K to 4	10	83
TOTAL: Teaching Opportunities To All Learners	RSD # 1	K to 8	10	92
Centers Based on the High Scope Philosophy	Canton	1	5	34
STARS (Students That Achieve Raised Scores)	Watertown	5 to 6	9	76
Buttons Unlimited	RSD # 16	6 to 8	7	61
STARS - Strategic Teaching And Resource Support	Stratford	6 to 8	10	96
Transition	Watertown	9 to 12	12	119
<b>Autism</b>				
Integrating the Autistic Child into the Mainstream Classroom	Ridgefield	K to 3	9	71
<b>Autism (high functioning) and related syndromes</b>				
"Social Skills Lessons for Children with Autistic-Like Symptoms..."	Fairfield	K to 5	10	84
<b>Autism, Developmental Delay</b>				
ESP (Extra Special Preschool)	New Britain	Pre-K to K	11	115
<b>Autism, Multiple Disabilities, MR, severe Language Impairment</b>				
Special Needs Elementary Program	West Hartford	K to 5	10	85
<b>Developmental Delay</b>				
Preschool Intervention Program: Just Friends	Watertown	Pre-K	11	110

<b><i>Disability/Program Name</i></b>	<b><i>District</i></b>	<b><i>Grade(s)</i></b>	<b><i>Topic Area Where Listed</i></b>	<b><i>Page No.</i></b>
<b>Heterogeneous groups: materials are adaptable to all ability levels</b>				
School-to-Career Initiative	Vernon	8	12	116
<b>Language Impairment, Developmental Delay</b>				
Early Years Center	Branford	Pre-K	11	104
<b>LD (Reading)</b>				
TDOD (Taking the "Dys" Out of "Dyslexic")	Watertown	7 to 12	4	32
<b>LD, SED</b>				
Co-Teaching and Its Extended Benefits	Farmington	9 to 12	10	98
<b>LD, SED, Autistic</b>				
Inclusion Model	Madison	1 to 3	10	80
<b>LD, SED, MR</b>				
Resource Program	Branford	5 to 8	10	93
<b>LD, SED, MR(Intellectual Disability)</b>				
Elementary Special Education Resource Room	Tolland	1 to 4	9	72
<b>LD/Language Impaired</b>				
Adjusted Curriculum	West Hartford	K to 5	10	87
<b>LD/reading disability</b>				
Language Academy Program	Stratford	3 to 6	4	31
<b>MR</b>				
Circle of Friends	Watertown	9 to 12	10	101
<b>MR (Intellectual Disability)</b>				
Postgraduate Community-Based Program for Mentally Handicapped Students	West Hartford	12 to 12 (to age 21)	12	122

<b><i>Disability/Program Name</i></b>	<b><i>District</i></b>	<b><i>Grade(s)</i></b>	<b><i>Topic Area Where Listed</i></b>	<b><i>Page No.</i></b>
<b>MR(Intellectual Disability), SED</b>				
Life Skills Program	Private Facility: Elizabeth Ives School	4 to 8	9	75
<b>Multiple Disabilities</b>				
SMD (Severe Multiple Disabilities)	New Britain Consolidated	K to 5	10	89
<b>N/A</b>				
EASY-Early Academic Success for Youngsters	Ansonia	Pre-K	11	102
Bloomfield Preschool Program	Bloomfield	Pre-K	11	103
Pre-kindergarten Integrated Developmental School	Canton	Pre-K	11	106
Preschool Special Education Program	Madison	Pre-K	11	108
Parent Resource Exceptional Preschool Program (PREPP)	Waterford	Pre-K	11	109
Early Learning Center at Whiting Lane School	West Hartford	Pre-K	11	111
Canton Parents As Teachers	Canton	Pre-K to K	13	123
Grade-Level, Special Education, Special Seminars	Canton	Pre-K to 3	1	1
Summer Homework at Cherry Brook Primary School	Canton	Pre-K to 3	2	9
(SCOPE) School Community Outreach Program Exchange	Madison	Pre-K to 5	7	52
WIST: Watertown's Intervention Strategies Teams	Watertown	Pre-K to 12	1	2
School-Based Collaboration with Families	Newtown	Pre-K to 12	13	125
Simsbury's Home/School Collaboration	Simsbury	Pre-K to 12	13	127
Mountain to Mohammed	Watertown	Pre-K to 5	10	79
Writer's Boxes	Canton	K	3	11
Phonological Awareness in Kindergarten	RSD # 1	K	3	12
Step-Up Program	Canton	K	4	22
Phonological Awareness in Curriculum	Branford	K to 1	3	14
Foundation for Literacy	Wethersfield	K to 1	3	18
Adventures in Reading	Farmington	K to 2	4	23

<b><i>Disability/Program Name</i></b>	<b><i>District</i></b>	<b><i>Grade(s)</i></b>	<b><i>Topic Area Where Listed</i></b>	<b><i>Page No.</i></b>
Special Education Consult Time	Canton	K to 3	1	3
PAL: Promoting Affective Learning	Canton	K to 3	1	4
Summer Adventures	Canton	K to 3	4	25
Positive Behavior Intervention Plan	Canton	K to 3	7	53
PALS (Playing and Learning Support) PMHP grant	Eastford	K to 3	7	54
Written Elementary Curriculum for Classroom Mental Health Program	RSD # 15	K to 5	6	39
Age Blending for Unique Group Counseling	RSD # 15	K to 5	7	55
Child Study Team - Early Intervention	Shelton	K to 6	1	6
Reader's Workshop	Litchfield	K to 6	3	17
Social Development Program	Chester	K to 6	6	40
Elementary School Counseling Program	Seymour	K to 6	6	42
Grandparents Day	Shelton	K to 6	13	129
Inclusion Model of Service Delivery - Eastford	Eastford	K to 8	10	90
Drug Free Fairs	Hamden	K to 12	8	70
Early Success Reading Program	Shelton	1 to 2	4	26
Cultural Connections Through Celebrations	Ridgefield	1	6	43
Practical Strategies for Readers and Writers in the Primary Classrooms	Madison	1 to 3	3	16
Morning Walking and Reading	Canton	1 to 3	4	27
Looping	Canton	1 to 3	5	36
Family Science Days	Shelton	1 to 6	13	130
Peer Reading	Branford	2	3	19
Partners in Education	Watertown	2	4	28
Parent-Read-Aloud	Branford	2	13	131
Code-Based Reading Instruction within a Balanced Approach	Farmington	2 to 5	4	29
Dining Club/Recess Club	Putnam	3 to 5	7	58
Literature Circles	Ellington	4	5	37
Leaders for the New Millennium	Plainfield	4 to 5	6	45
Schools of Inquiry	Canton	4 to 6	5	38

<b><i>Disability/Program Name</i></b>	<b><i>District</i></b>	<b><i>Grade(s)</i></b>	<b><i>Topic Area Where Listed</i></b>	<b><i>Page No.</i></b>
PROUD (Peaceful Resolution Opens Up Doors), PACT (Peers Arbitrating Conflicts Together)	Watertown	5 to 12	6	46
Peer Mediation	West Hartford	6 to 8	6	47
Renaissance Program	Waterford	6 to 8	7	62
Interest-Driven Program	Ashford	7 to 8	10	95
Programs to Support Communication between School and Home	West Hartford	6 to 12	13	132
School-to-Home Liaison	West Hartford	6 to 12	13	134
Teen Outreach Program	Putnam	8	6	49
Improving the Success and Learning of Torrington's Ninth Grade Students	Torrington	9	1	7
Peer Tutoring	Hamden	9 to 12	2	10
The Gilbert School Summer Reading and Writing Program	Gilbert (End. & Inc. Academy)	9 to 12	3	20
Reading: Clinical-Remedial-Developmental-Advanced	Vocational-SE	9 to 12	3	21
Motivational Reading Strategies for High School Students: Bringing the Classics Alive	Plainfield	9 to 12	4	33
PRIDE Night	East Hartford	9 to 12	6	50
Peer Mentoring	Hamden	9 to 12	6	51
LIFE (Lifelong Initiatives For Education) Academy Program	East Hartford	9 to 12	7	67
Outdoor Challenge Course	Watertown	9 to 12	7	69
Buddy Program	Hamden	9 to 12	10	100
Introduction to Self-Advocacy	Ledyard	9 to 12	12	117
<b>N/A (at risk for drug use)</b>				
PIE/Ears and You Are Not Alone	Montville	7 to 8	7	64
<b>SED</b>				
Learning Center Program (SED Elementary)	West Hartford	K to 5	7	56
Pathways II Collaborative: EHPS and The Children's Center of Hamden	East Haven	1 to 12	9	74
Academic and Community Experience Program (ACE)	New Britain	6 to 8	7	59
Off-Campus Program	West Hartford	6 to 12	7	63
Mediation Center-Manchester Regional Academy	Manchester	7 to 12	7	65

<b><i>Disability/Program Name</i></b>	<b><i>District</i></b>	<b><i>Grade(s)</i></b>	<b><i>Topic Area Where Listed</i></b>	<b><i>Page No.</i></b>
Vocational Education/Special Education	West Hartford	9 to 12	12	120
<b>SED, MR, LD, Multiple Disabilities, Speech/Language Impairment</b>				
Housatonic Valley Regional High School Transition Program	RSD # 1	9 to 12	12	118
<b>SED/Conduct Disorder</b>				
Behavior Analyst Guidelines	East Hartford	9 to 12	7	66
<b>Targeted for SED but also open to students with and without handicapping conditions</b>				
Satellite/Links	Waterford	9 to 12	7	68
<b>Vary, usually language</b>				
PREPP II: Parent Resource Exceptional Preschool Program II	Waterford	K to 2	10	81

## Appendix D

- **Submission Form for New Entries**

# A Resource Directory of Educational Programs and Practices

*This form must be used for each submission. Districts are welcome to submit forms for more than one program.*

## Topic Areas *(Check all that apply)*

\_\_\_1 \_\_\_2 \_\_\_3 \_\_\_4 \_\_\_5 \_\_\_6 \_\_\_7 \_\_\_8 \_\_\_9 \_\_\_10 \_\_\_11 \_\_\_12 \_\_\_13

## Program Name

## Grades Served

## Disability *(if Special Education Only)*

## Key Features *(Bullet main components)*

- 
- 
- 
- 
- 

## Contact Name and Address

Telephone  
E-mail

Fax

## Program Staff

## Description

**Description** *(continued)*

**Outcomes**

- 
- 
- 

The district is willing to share this program at an exchange forum that may require a day of release time.

---

Principal's Signature *(if applicable)*

Date

---

Superintendent of Schools Signature *(if applicable)*

Date

***Please mail (or fax) this form to:***

George Dowaliby, Chief  
Bureau of Special Education and Pupil Services  
25 Industrial Park Road  
Middletown, CT 06457  
Fax: (860) 807-2047

**Connecticut State  
Department of Education**

**Division of Educational Programs  
and Services**

George A. Coleman, Associate Commissioner  
Deborah Koval, Publications Coordinator

**Bureau of Special Education  
and Pupil Services**

George P. Dowaliby, Bureau Chief

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Project Manager

Nancy M. Aleman  
Thomas G. Badway  
Nancy M. Cappello  
Brian Cunnane  
Arthur J. Carey  
Theresa C. DeFrancis  
Jeffrey Forman  
Karen Halliday  
Carolyn W. Isakson  
Ann Kammerer  
Robert Lichtenstein  
John D. Purdy  
Deborah Richards  
Elizabeth Schmitt  
Patrick Shaughnessy  
Norma Sproul  
Anne Louise Thompson

**Support Staff**  
Sabrina Bolton

It is the policy of the Connecticut State Board of Education that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, including employment, because of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, mental retardation or past/present history of mental disorder, learning disability or physical disability.

