

Specialized Programs in NYC Public Schools

Kate Dolan Cheney, Director of ASD Programs



Division of Specialized
Instruction & Student Support

Mark Corallo, Director Office of Autism

- The vision of the Office of Autism for District 75 is to meet the multifaceted needs of individuals with autism spectrum disorder across the spectrum through sustained meaningful relationships with students, families, schools and The New York City Community.
-
- The mission of the Office of Autism is to provide meaningful supports in the areas of consultation, resources and professional development to school communities, families and meaningful stakeholders in order to increase their understanding and implementation of evidenced based strategies for students with autism spectrum disorder with a focus on behavior management, language and communication, social skills, functional skills, play, relationship development and academic instruction.
- **Professional Development and Coaching Supports Include:**
 - Understanding and Implementation of Applied Behavioral Analysis/Verbal Behavior.
 - Multidisciplinary approach to teaching language, communication and social skills between Speech and Language Pathologists and ABA Instruction.
 - Structured Teaching.
 - Understanding and Use of Functional Communication Systems.
 - Training in the ABLLS-R, Essentials for Living Assessment Assessment.
 - Training and Understanding of Social Skills and Relationship Development for individuals on the Autism Spectrum and/or other neurodevelopmental disabilities.
-

Mark Corallo, Director Office of Autism

- **AIMS Program:**

- AIMS stands for Acquisition, Integration, Meaningful Communication and Social Skills.

- The AIMS program focuses on the teachings of applied behavior analysis/verbal behavior along with speech and language intervention within a classroom setting. The classroom model is a 6:1:1 ratio which consists of 1 classroom teacher, 1 speech teacher, and 1 paraprofessional. The Assessment for Basic Language and Learning Skills - Revised (ABLLS-R) along with additional assessments and instructional interventions utilized by Related Service Providers support teaching and intervention within the student's natural environment setting.

- **Our Team:**

- Ms. Nicole Barnett, BCBA
- Ms. Nisha Murray, BCBA
- Ms. Cynthia Torres, BCBA

-

108M

- **Our AIMS Clinical Team:**

- Dr. David Borg, School Psychologist
- Ms. Julene Mays, Social Worker

-

- **AIMS School Locations:**

- Staten Island, 37R@844

- Brooklyn, 231K@180K & 958K

- Queens, 277Q@322Q

- Manhattan, 138M@30M &

- Bronx – 10X@304

Specialized Programs Structures



Training and professional development

- Pre-service and ongoing professional learning for all school-building level staff
- Direct, in classroom consultation and coaching
- Trained teachers provide coverage to ensure students have access and consistent support from trained staff throughout the school day

Collaborative practices

- Interdisciplinary team meetings
- Transition support
- Regular monthly meetings with school building administrators and central support team

Home School Connection

- Regular and consistent communication with families and care givers
- Home visits for new student entering ASD and Path programs

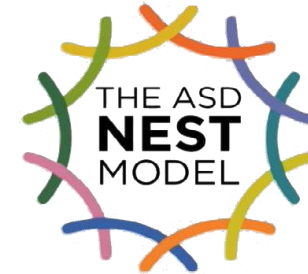
Reduced class-size

- Allowing for more individualized student support.

ASD NEST Program Design and Components

ASD Nest Program Design and Components:

- Reduced size Inclusive Co-teaching (ICT) class (increases in size as students age up)
- Both special and general education teacher have completed pre-service training
- Students participate in the general curriculum and are academically on grade level or above and cognitively average or above
- Social Development Intervention (SDI) focuses on social functioning, social and pragmatic communication in small group led by a speech therapist
- Supported by NYU Nest Support Project



The success of the ASD Nest program components have been recognized nationally and internationally:

The ASD Nest Danish Model (Aarhus, Denmark)



ASD Nest Program efficacy in practice:

Autism Spectrum News	Young Exceptional children	Mental Health Works Quarterly
OT Practice	Journal of Prevention & Intervention in the community	Developmental Disabilities
Autism Asperger's Digest	Focus on Inclusive Education	Teaching Exceptional Children

ASD Horizon Program Design and Components

ASD Horizon Design and Components

- Special Class: 8:1:1 (8 students with classification of autism, 1 special education teacher and 1 paraprofessional)
- Program staff have pre-service training and on-going professional development
- Students participate in general education curriculum, are on grade level or slightly below in some subjects, and cognitively average to slightly below average
- Weekly in-classroom coaching from a Central Instructional Coach
- Social Curriculum centrally designed by speech providers, occupational therapists, and special education teachers
 - Practice social and pragmatic communication



ASD Horizon program at P.S. 133