

# Transition

## to Middle School

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3/23/2016

# Programs

- Inclusion - *Cameron, Fuller, Walsh*
- ED Program-Hybrid Inclusion - Cameron
- Substantially separate
  - Learning Disabilities - *Cameron, Walsh*
  - Intellectual Impairment and Autism Spectrum - *Fuller*
  - Multi-Disabilities Program - *Cameron*

# What's New

- there are lockers with combination locks
- the liaison is the main contact
- each student has a schedule to follow
- grades are posted online
- after school support is available
- supports in place for incoming 6th graders

# Service Delivery

- Inclusion
  - ELA and Math: a content area teacher and a special educator co- teach during the six day cycle
  - An assistant may be present in Science and Social Studies classes

# Service Delivery

- Guided Academics
  - every day in the 6-day cycle
  - has a specific agenda and objectives for the class
  - not a “study” or a place to do homework
  - Pass/Fail
  - taught by a Special Educator
  - focus on ELA and Math for lagging skills. Science and Social Studies may also be supported

# Inclusion

- Not all students require Guided Academics class
  - Some students take a World Language
  - Some students take a specific reading program or receive Speech and Language services

# Substantially Separate Programs

- taught by a Special Educator
- Assistant Teacher works with the Special Educator to support students
- smaller setting (12 or fewer students)
- information from the curriculum is broken down, and taught at a slower pace

# Substantially Separate - *Learning Disabilities (LD)*

- At Walsh MS
  - LD Program
  - student can be in LD for ELA and/or Math
  - Guided Academics for all students in LD program
  - Same curriculum as typically developing peers
  - Pacing and scaffolding is on track for students' needs



# Substantially Separate - *Autism and Intellectual Impairment (II)*

- At Fuller MS:
  - modified and functional life skills curricula
  - opportunities for inclusion
  - groupings:
    - Separate classroom for students on Autism Spectrum (ABA, SLP, OT, APE, PT support)
    - Three multigrade leveled groups

# Substantially Separate - *Learning Disabilities (LD)*

- At Cameron MS:
  - modified curriculum
  - Same standards, slower pace
  - Accommodations embedded into the curriculum
  - opportunities for inclusion

# Substantially Separate - *Multiple Disabilities*

- At Cameron MS:
  - Focus on functional Life Skills
  - Speech & language therapy, Physical therapy, Occupational therapy
  - opportunities for “Reverse Inclusion”

# Hybrid Inclusion - *Emotional Disabilities (ED)*

- At Cameron MS:
  - Behavioral supports (Behavior Specialist, Planning Center, Social Worker, tools for self regulation)
  - Inclusion opportunities with support from a Special Educator & Assistant teacher
  - Accommodations embedded into the curriculum
  - Opportunities for small group pull-out as needed