

Department of Special Education Update



MAY 22, 2012

General Special Education Update



- **Current Count** (as of 5/16/12) – **2,473**
- **PBMAS 2011 Report** – **9.7%** student with disabilities
(state rate 8.5)
- **October Snapshot Count** (PEIMS, primary disability only)
 - ✦ 2011 2,407
 - ✦ 2010 2,383
 - ✦ 2009 2,433
- **Count includes all federal 13 eligibilities categories**

General Special Education Update



- **Areas of Focus during 2011-2012**
 - Parent Collaboration
 - Community Collaboration/Partnerships
 - Campus Collaboration
 - Secondary Issues
 - Teacher Training – Elementary & Secondary
 - Policies, Procedures and Guidelines
 - Other Collaboration/Partnerships
 - Compliance



Regional Day School for the Deaf Update



- 26 School Districts in 3 Counties (Cooke, Denton, Wise)
- DISD Campuses: Ann Windle School for Young Children, McNair Elementary, McMath Middle School, Denton High School
- Campuses ADA compliant, equipped with:
 - Lighted warning system in all areas inside and out of building (classrooms, bathrooms, cafeteria, offices, hallways, gym/activity room, playground, etc...)
 - Video phones

Regional Day School for the Deaf Update



- **Campus Staff Training** (general education teachers, special education teachers, interpreters, para-professionals, nurses, counselors, cafeteria staff, custodial staff, office staff, administrators, LSSPs, SLPs, diagnosticians, etc...)
 - Signed English
 - Accommodations/Modifications
 - Modification of Curriculum
 - Impact of Deafness



Regional Day School for the Deaf Update



- **2012-2013 Projected Student Population – 55**

Denton – 21

Cooke County – 1

Gainesville – 2

Lewisville - 11

Northwest – 5

Decatur - 5

Denton County – 4

Lake Dallas – 1

Little Elm - 4

Wise County - 1



Regional Day School for the Deaf Update



- Options
 - Continue current feeder pattern –
 - Ann Windle, McNair, McMath, Denton HS
 - Modify feeder pattern –
 - Options to consider –
 - Move elementary program to MMS zone
 - Rezone small section of McNair to MMS
 - Relocate MS program to HMS & DHS program to GHS
- Issues to consider
 - Staff Training – time and cost
 - Retrofitting campuses - cost

2012 Autism Program Report



- Denton ISD provides comprehensive programming for all students including students meeting the eligibility criteria for Autism (as defined by federal requirements)
- Denton ISD services address the unique needs of the individual child/student in order that they receive education benefit - a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment
- Students meeting the eligibility criteria exhibit individual and diverse symptoms and characteristics that fall along the Autism Spectrum
- The Autism Spectrum includes students with exceptional cognitive skills as well as some with limited cognitive skills

2012 Autism Program Report



- Students have the opportunity to receive Free Appropriate Public Education (FAPE) in a continuum of service options: from the Least Restrictive Environment (LRE) in the general education setting with and without non-disabled peers to a more restrictive environment in a self-contained setting with disabled peers
- DISD provides an eclectic or integrated approach to meet the unique needs (educational, communication, socialization) of students on the Autism Spectrum

2012 Autism Program Report



- **Currently students on the Autism Spectrum receive services and supports in:**
 - General Education setting with supplemental aids and supports, and related services (least restrictive)
 - Life Skills Classrooms with supplemental aids and supports, related services and lower teacher to student ratio (most restrictive)
 - Social Adjustment Classrooms with supplemental aids and supports, related services and lower teacher to student ratio, integration in general education most of day to self contained (least restrictive to most restrictive)
 - Preschool Program for Students with Disabilities Classrooms with supplemental aids and supports, related services and lower teacher to student ratio – self contained (most restrict) to some integration into pre-k classrooms (less restrictive)

- **Classroom models:**
 - TEACCH Model – structured classrooms

 - Applied Behavior Analysis principles (educational model) – based on repetition, reinforcement therapy and data collection

2012 Autism Program Report



- **Current Count**

- DISD Special Education Count (5/16/12) = 2,473

- DISD District Data - Students Identified as AU = 225 or 9%

(primary, secondary & tertiary disabilities, current)

- Preschool count = 10
- Elementary count = 123
- Middle School count = 53
- High School count = 39

- TEA SPEARS Data – Students Identified as AU = 166 or 6.9%

(primary disability only, October 2011)

2012 Autism Program Report



- **Currently students are provide the following services:**
- **Autism Supplement** **225**
assures minimal unstructured time, determines the individual daily schedule and the staff to student ratio across the school day
- **Behavior Intervention Plans (BIP)** **225**
includes the Functional Behavioral Assessment, the individual behavioral goals, disciplinary modifications, the preferred reinforcements, addresses sensory needs, and includes the positive behavioral strategies and supports
- **Psychological Services :** **225**
include group and individual counseling and classroom consultation for teachers;
include Social Skills Groups at each high school and middle school, a social skills group at 17 elementary campuses, and 5 Social Skills Groups for PPCD;
has also included the summer All Stars Social Skills program at GHS for students across the district;
families have access to Family Counseling offered weekly on Tuesday evening

2012 Autism Program Report



○ Classroom Accommodations	225
include but not limited to visual schedules, picture schedules, picture communication systems and social stories	
○ One-to-One Assistance	24
○ In-home Parent Training	14
Training for parents, topic determined in collaboration with parents	
○ In-Home Training	17
designed to generalize skills between home and school	

2012 Autism Program Report



○ Occupational Therapy	85
○ Music Therapy 19 individual therapy, others receive as group therapy	19 *
○ Adapted Physical Education (note – many participate in general physical education)	24
○ Speech Therapy Services individual and group, consultation to teachers	173

2012 Autism Program Report



- UNT Evaluation and Recommendations
 - ✦ 2009
 - ✦ Supported majority of aspects of current program
 - ✦ Recommendations or areas of needed improvement:
 - Program definition
 - Consistency of programming across campuses
 - Develop at pre-school and elementary levels, classrooms to address needs of those requiring restricted interventions

2012 Autism Program Report



- **2011-2012 Department Focus**
 - To restructure/revitalize services provided to students as well as provide training, guidance, support and consultation to teachers.
 - Activities:
 - ✦ AU Campus Contact Meetings
 - ✦ Parent Meetings
 - ✦ Teacher Training
 - ✦ Research and district visitation
 - ✦ Collaboration with university

2012 Autism Program Report



- **Future Activities**
 - Meetings: Parent, Campus AU Contacts
 - Strategic Training: campus staff (teachers, paraprofessionals, specialized staff), support staff, parents
 - Continuation of support and guidance to campuses and classrooms
 - Continuation of research regarding centralization services:
 - Development of criteria
 - Ensure FAPE
 - Ensure LRE

Department Contacts



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