

Special Education SUCCESS

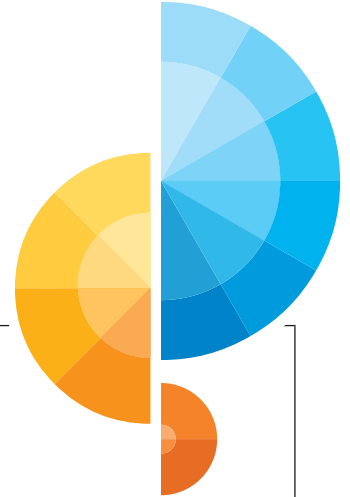
Specific Use of Communication and Curriculum
to Enhance Self-regulation and Social Skills

OVERVIEW

Designed for students with profound cognitive, communication, adaptive and behavioral needs.

PROGRAM GOAL

The goal of the SUCCESS Program is to provide a highly structured individualized environment to decrease and replace significant self-injurious and aggressive behaviors with functional communication and adapted skills.



ETR/IEP REQUIREMENTS

Data in ETR	Area of Identified Needs: Cognitive, Academic, Adaptive, Communication and Behavior Complex physical, sensory or medical needs Needs often have underlying medical diagnosis/health history ETR standard score range: <55 • Lack prerequisite test taking skills
Prioritized Goal Areas in the IEP	Behavior for target targeted self-injurious and aggressive behaviors Communication Self-regulation
Specially Designed Instruction	Daily intensive individualized instruction in the resource room on behavior, self-regulation, and communication. Daily individualized instruction in the resource room targeting foundational engagement and adaptive skills. FBA/BIP included
Related Services	Daily paraprofessional support for behavior, self-regulation, communication, self-care skills, and safety. Requires direct supervision at all times. Direct weekly service from SLP for functional communication needs. Direct OT service for adaptive, fine motor, or sensory needs. Direct PT service for gross motor and school navigation. Students may also require VI/HI services, Adapted PE, specialized nursing services. Services delivered in close collaboration with IS.
Modifications	Alternate curriculum based on the Ohio Extended Standards Learning Progression
Accommodations and Assistive Technology	Requires person-dependent supports and assistive technology to meet complex physical, cognitive, sensory, and medical needs.
FBA/BIP	FBA completed with a function of the behavior identified and the interventions in the BIP are designed to address the function
BIP Data Collection	6–8 weeks of data should be collected on the implementation of the Behavior Intervention Plan (BIP)
Attendance during the 6–8 weeks of implementation of BIP	Student must have at least 75% attendance rate during the 6–8 weeks of BIP implementation.