

SECTION IV

COOPERATIVE PROGRAMS

IV COOPERATIVE PROGRAMS/SERVICES

1. **FUNCTIONAL/APPLIED ACADEMICS** - The basic role of this program is to develop the individual's ability to live independently and function adequately in society. To assist in the development of functional capabilities which can aid the individual in interaction and decision making.
2. **LEARNING DISABILITIES PROGRAMS** - Learning disabled students will receive special education instruction in the regular education classroom and in the interrelated classroom as their IEP dictates. Modification of the curriculum and student supports will vary according to their individual needs.

The special education teacher will work closely with the regular education teacher for the benefit of the learning disabled student. The special education teacher may assist by team teaching or providing direct instruction within the regular education classroom. Close coordination of classroom assignments, materials and techniques will enable the learning disabled student to progress within their least restrictive environment.

3. **SPEECH/LANGUAGE THERAPY** - Role: The speech clinician is available to assist school personnel and parents in providing an appropriate program for the communicatively handicapped through evaluation and consultation; and to provide remedial and/or developmental instruction to individual students requiring service.

General education intervention, Referral and Testing - The local school must implement general education intervention procedures and if necessary refer the student for assessment by the speech/language pathologist. After obtaining parent permission for testing the speech/language pathologist will conduct a comprehensive evaluation. If warranted the speech/language pathologist will obtain parental consent to place the child in therapy.

Therapy procedures utilized depend on type and severity of the child, and the professional discretion of the speech therapist. The criteria for dismissal are modification or complete correction of the problem, or when other recommendations are made.

Pupil placement shall be reviewed at least on an annual basis and pupils enrolled in language, speech, and hearing services shall be re-evaluated or reassessed at least annually by speech pathologists, audiologists, and teachers of the hearing impaired.

4. **SCHOOL PSYCHOLOGY** - The school psychologist serves as a resource person and advisor to other school personnel in understanding the relationship among such psychological concepts as abilities, achievements, emotions, behavior patterns and developmental processes. He/she promotes an understanding of mental health concepts and their application to the school setting with emphasis on preventative value of a wholesome environment. It is important that the school psychologist is not identified totally with negative situations in school.

He/she engages in various psychometric testing techniques to learn more about the child and his/her problem. He/she is an advisor to the school regarding the child's placement and appropriate programming. He/she confers with parents and teachers about the problem at hand, and knows local, community and state resources. He/she may work in therapeutic roles with special education students.

5. **POSITIVE BEHAVIOR SUPPORTS** - The Positive Behavior Supports program is to provide an atmosphere that assists the student in the development of appropriate methods of coping with and adjusting to the situations in which he/she finds himself/herself. The educational focus is on the identification of strengths and weakness of the child and implementation of procedures designed to facilitate normal adjustment, so that the child can function effectively in his/her environment. The curricula is basically the same as regular education. Special methods and materials, however, must be employed to motivate students. The aim of instruction is to close or narrow the discrepancy between what the child is able to do and his/her actual performance. Parental involvement is most necessary in providing a successful educational environment for the child requiring Emotional Disturbance services. The Cooperative has several models of delivery depending on the level of least restrictive environment necessary for the student to gain educational benefit. Models include interrelated programs, categorical programs, and a special day school program.
6. **STRUCTURED LEARNING PROGRAM** - It is the educational goal for the autistic child and others needing intensive structure to develop skills necessary to function effectively in society/environment to which the learner will be relegated in accordance with the severity of his/her disabilities.
7. **LIFE SKILLS** - Enable the most severely multiply disabled children and youth to become as independent as possible, thereby lessening the need for institutional care.

8. **INTERRELATED PROGRAM** - The Sedgwick County Area Educational Services Interlocal Cooperative utilizes interrelated programs. This delivery model is one in which children with similar learning characteristics, but from two or more categories of exceptionality, are provided services in the same educational program. This program allows students to be maintained in their local school.
9. **VISUALLY IMPAIRED** - A teacher of the Visually Impaired is employed to serve children who have visual handicaps or are blind. The teacher helps the students to be better able to function independently in society by using assistive devices and training.
10. **SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER** - The Special Education Instructional Materials Center is designed to provide instructional materials and inservice programs for special education teachers and regular education teachers having exceptional children in their classroom. It is located at the Special Education Office in Goddard and a van is used for pick-up and delivery of materials. Also included in the services is the film library.
11. **VOCATIONAL SPECIAL NEEDS PROGRAM** - The Vocational Special Needs program is coordinated by full time staff members. The purpose is to provide on-the-job training for students with disabilities. The coordinator is responsible for job placement, follow-up, evaluation, and coordination of the academic curriculum with job training requirements.
12. **HOME/SCHOOL COORDINATOR (SCHOOL SOCIAL WORKER)** - The school social worker assists in mobilizing family and community resources to promote the educational growth of children and provides a liaison between home, school and community. Support and assistance is provided to the school staff and the home in the solution of mutual concerns and to the child and his/her advocate.
13. **ORTHOPEDIC IMPAIRMENT** - The goals of services provided to students who are orthopedically impaired are to help the student attain and maintain a realistic level of independent functioning in the school, the home, and the community, as well as the acquisition of cognitive/effective skills that may be used to compensate for or circumvent problems resulting from the impairment.
14. **HEARING IMPAIRED** - The purpose of the hearing impaired program is to provide the activities, materials, procedures, habilitation, and instruction required by student with communicative deviations and impairments, so that these students are able to perform satisfactorily in the educational setting. A "Total Communications" approach will be utilized which means that hearing impaired students who can use voice and lip read will be

taught as much as possible orally, and that those with profound hearing losses will be taught with sign language.

15. **EARLY CHILDHOOD DISABILITY PROGRAM** - Special education children three through five years of age will receive special education programming from an Early Childhood special education team. Centerbased programs will provide instruction with developmentally appropriate intervention services designed to meet the unique needs of the child. Integration opportunities exist with Headstart, peer models and regular education students.
16. **ADAPTIVE PHYSICAL EDUCATION** - The role of the Adaptive Physical Education teacher is to assist school personnel and parents in providing an appropriate program for the improvement of health and physical fitness for children with special needs.
17. **AUDIOLOGY** - An audiologist is employed to serve and identify students who have hearing loss. Diagnostic equipment is used to evaluate hearing. Audiological testing differs significantly from hearing screenings performed in the schools. Assessment of hearing is performed to determine type and severity of hearing loss. Consultations with school personnel, medical personnel and parents follow the assessment process. Selection and use of amplification devices are determined by the audiologist. From assessment and observation, the audiologist determines the affect a hearing loss will have on education and communication skills.