

DCASE Member Services Survey

Name of DCASE Member School:

Director:

School address:

School Phone: School website:

Point of Contact for Scheduling Services:

POC phone: POC email:

Provide Brief Description of School's expertise/focus:

Since 1976, Chelsea School has been preparing students with learning disabilities for post-secondary education, typically college or university (85% average). Our students are bright, creative learners with a diagnosed specific learning disabilities, ADD/ADHD or speech and language deficits. Instruction at Chelsea School is research-based using best practices from current educational literature as well as university research. Four key components to the Chelsea School program model are: Literacy, social skills, advisory and instructional and assistive technology.

Provide Description of School Staff Expertise:

Chelsea School staff includes certified special education and content area teachers, speech pathologists, occupational therapists, clinical social workers and transition specialists. All staff are trained in PBIS, research-based teaching strategies and technology integration.

Please complete this chart for any type of services your school and staff would be available to provide for the OSSE Special Education Quality Project (timeframe: September-December 2012)

Type of Service	Location of Service	Target Population	Ages Served	Special Features
Evaluations And Assessments	At Silver Spring campus, consortium member school or agreed upon alternate site	Learning Disabilities, Speech/Language impairments	Students (3-21)	Provide requested Evaluations: <ul style="list-style-type: none"> Speech and Language/monolingual and bilingual (Spanish and English) Occupational Therapy Educational Testing Functional Behavior
Staff Training	Silver Spring Campus or consortium member school	Teachers (general and special education), Aides and Administrative staff		<ul style="list-style-type: none"> Interpretation of Woodcock Johnson reading scores Interpreting educational testing to develop appropriate IEP goals and interventions Phonemic Awareness: What is

Related Services

Consortium member school or agreed upon site

Multiple disabilities, developmental delays, learning disabilities emotional disabilities, and autism spectrum

3-21

it? Classroom Strategies

- Reading Fluency: Why it is important
- Reading Comprehension: Finding the Main Idea
- Using Kurzweil to improve writing
- Using Kurzweil for study skills
- Training in Educational testing administration: GORT-IV or V/CTOPP/QRI
- Writing effective and measurable IEPs: PLOPS, goals and objectives
- OT: How to identify students who have motor development delays
- OT: How to implement effective classroom strategies to support students with sensorimotor delays
- OT: Quick tips to improve handwriting
- Strategies to address sensory regulation dysfunction in the classroom and at home
- Identifying and utilizing appropriate accommodations and modifications in content area courses
- OT Therapeutic Intervention through direct/indirect services
- OT Consultation with through direct and/or indirect services

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