

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:

The Ivymount School, since 1961, has been serving students with disabilities including speech/language deficits, specific learning disabilities, developmental delays, health impairments, and Autism Spectrum Disorders. The program is a transdisciplinary educational model that seeks to give students the tools for independent and productive futures.

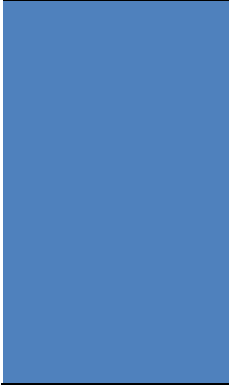
Provide Description of School Staff Expertise:

Ivymount staff include individuals who are BCBAs, ABA instructors, master-level special education teachers, speech pathologists, occupational/physical/adaptive physical education therapist/teachers, clinical social workers, and specialists in behavioral, curriculum, educational technology and transition. All staff members are trained in positive behavior management, effective teaching strategies, and social learning curriculum.

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 Rockville campus or at alternate location (home school or home)	Speech/Language Impairments, Autism, Developmental Delays, Intellectual disabilities	Students Ages (3-22)	Provide requested Evaluations: <ul style="list-style-type: none"> ● Speech and Language ● Occupational Therapy ● Social History ● Educational Testing ● Functional Behavior ● Physical Therapy
Inclusion Support	At home or school	Autism Spectrum Disorders, including Asperger Syndrome, Speech/language Impairments	Teachers and staff of PK-HS	<ul style="list-style-type: none"> ● Collaborate with teachers at home school ● Involve Parents in process ● Design appropriate accommodations ● Create Visual schedules and other supports ● Create behavior plans

ABA Programs	Schools and homes	Autism Spectrum Disorders	Students Ages (3-22)	<ul style="list-style-type: none"> ● Creating ABA programs ● Meaningful Data Collection ● Writing Productive FBAs and BIPs ●
Social Learning Programs	Schools	Autism Spectrum Disorders	Students Ages (3-22)	<ul style="list-style-type: none"> ● Integrating Social Learning into Classroom Curriculum ●
Early Childhood	Daycare centers, Head Start programs, pre-school or PK programs	Children with developmental or behavioral concerns	Teachers and staff of pre-K through kindergarten (ages 3-6)	<ul style="list-style-type: none"> ● Identification ● Inclusion of children with developmental delays ● Parent training ● Design appropriate accommodations ● Trainings: <ul style="list-style-type: none"> ▪ Child Growth and Development ▪ Curriculum ▪ Inclusive Practices ▪ Learning Environments ▪ Social-Emotional Development and Mental Health
Vocational Training	Schools and community	Multiple Disabilities, Autism, Speech/Language Impairments	Students ages 13-21 Teaching staff and families	<ul style="list-style-type: none"> ● Hands-on vocational training adapted to special needs ● Teacher training and coaching ● Curriculum adaptation ● Transition planning and support ● Creation of transition plans ● Design of school to work programs with community organizations ● Training job coaches ●
Daily Living Skills	Schools and home	Multiple Disabilities, Autism, Speech/Language Impairments	Students Ages (3-22)	<ul style="list-style-type: none"> ● Transition training ● Creating ABA home programs ● Promoting Independence at home, at school and in the community ●
Staff Training	Schools	Teachers (general and special ed), Aides, Administrative staff, Building support staff, Para-educators	All school employees	<ul style="list-style-type: none"> ● Behavior management ● Writing IEPs and productive goals ● Inclusion techniques ● Inclusion of children with autism ● Data Collection ● Universal Design for Learning (UDL) ● Trainings: <ul style="list-style-type: none"> ▪ Fostering Positive Parent and School Communication in Special Education ▪ Consultation with School Personnel to develop Quality and Compliant Student Transition Plans ▪ Positive Behavior Management Training (including 1:1) ▪ Meaningful Data Collection

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- Writing Productive FBAs and BIPs
 - Developing Quality IEPs Priority and Measurable Goals
 - Integrating Social Learning into Classroom Curriculum
 - Teaching Strategies for Students across the Autism Spectrum
 - Person-Centered Transition Planning – Advocacy and Self-Determination
 - Promoting Independence: At home, at school and in the community
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