

## **Review of Specialized Services for Students with Moderate to Severe Disabilities**

As part of an overall district evaluation of services provided to students with disabilities, Brandywine School District requested a review of specialized services for students with moderate to severe disabilities. With increased attention to improved academic and post-school results for students with disabilities, the focus has turned to the classroom and to the range and effectiveness of the instructional strategies and practices. For this reason, a focus group session was held from a select group of Community-Based Program and Early Childhood Teachers. In this forum, data was collected regarding what is/is not working with regard to community-based services (see attached). In addition, a variety of classrooms were visited along the continuum of campuses throughout the district. Specifically, the following number of classes were observed: three Pre-School classes, two Elementary classes, two Middle School classes, four High School classes, and two classes in the 18-21 year old program.

Data from classroom observations was collected using a detailed rubric of indicators reflecting quality specialized support services attributes. Classroom information was consolidated into one rubric per level along the continuum of campuses (see attached). A summary of specialized support attributes is as follows:

- Develops links from the student's Individual Education Plan (IEP) to the general education curriculum standards or any specialized standards that may exist;
- Develops and implements effective accommodations, modifications and instructional strategies to support students;
- Develops functional content-rich, activity-based learning activities, outcomes and/or objectives;
- Develops and implements multi-level instructional strategies to support student readiness, interests and attitudes, and learning characteristics;
- Increases student motivation, participation and student-directed learning activities;
- Develops and implements a peer support network, bringing in general education students for academic and behavioral support;
- Collects data, grades student performance and reports student progress;
- Frequent and meaningful collaboration with parents; and
- Actively seeks opportunities for a successful return to the general education setting in segments or for the whole school day.

### **Findings Across District Continuum of Campuses**

- All classes observed had appropriate pupil-teacher ratios even though half of the focus group participants indicated that the high number of students per class was problematic.
- Pre-school classes and the 18-21 year old program provided opportunities to integrate general education and special education peers. A significant decrease regarding integration opportunities was noted as the Elementary, Middle School, and High School classes provided limited exposure to non-disabled peers and the general education curriculum.
- In all classes visited, a clear link was evident between state curriculum standards, student IEPs, lesson plans, and student activities.
- Instruction was richly delivered within functional, activity-based, hands-on strategies in the Pre-school, High School, and 18-21 year old program classes. However, only half of the Elementary and Middle School classes observed demonstrated such effective strategies. It's important to note that 6 of 8 teacher focus group participants stated the diversity of skills among students was problematic.
- All classroom environments were age appropriate and located among the general education setting and/or community.
- Appropriate schedules of daily activities used to teach students were observed in all classrooms. Students needing communication assistance were using such devices for that purpose.
- Student related services were provided within the classrooms using an integrated model. At the pre-school level the services were provided within a mixed group of students, both general education and special education. In the 18-21 year old program, speech services were provided in both the apartment setting and the community setting.
- Social interaction and communication skills are directly taught within integrated settings at the Pre-school, High School, and 18-21 year old program sites. However, the Elementary and Middle School classes had limited opportunities for social training and interaction within an integrated setting.
- The use of positive behavioral supports was appropriate across the continuum of campuses.
- The provision of community-based instruction was appropriately delivered within the school setting at the Pre-school and Elementary levels. The Middle and High School classes utilized primarily the school setting for community-based instruction with very limited pre-vocational and vocational instruction within the community outside the school. Lack of knowledge about the community-based program was mentioned by 2 of the 8 focus group participants as negatively impacting services for students with disabilities. The 18-21 year old program provided very solid and rich independent living and vocational instruction within both the apartment and community settings.

- Classes exhibited varying degrees of family member team planning activities across the continuum of campuses with more intensive opportunities for involvement at the Pre-school, High School, and 18-21 year old program.
- The use of an ecological inventory strategy was not operational throughout the classes observed.
- All classes had an appropriate data collection process in place.

### **Recommendations**

- Develop awareness and create staff support to increase opportunities for inclusion at the Elementary, Middle and High School levels.
- Provide staff training to increase the use of functional, activity-based, multi-level instructional strategies at the Elementary and Middle School levels.
- Conduct staff training in the area of social skills curriculum at the Elementary and Middle School levels with the expectation that these skills will be explicitly taught to students and practiced within an integrated setting.
- Staff development is needed to increase community-based instruction and pre-vocational/vocational instruction outside of the school setting at the Middle and High School levels.
- Provide staff development in setting up a formal peer tutoring/mentoring program throughout the district campus continuum. Train key staff in implementing formal program at their campus.
- Develop processes and systems to increase family member team planning and participation at the Elementary and Middle School levels.
- Mandate staff training regarding the use of an “Ecological Inventory” process for task analysis of new learning, situations, and environments.

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Level/Site: **Bush Early Education Center**  
 3 Settings Visited

Indicator	Highly Effective (4)	Appropriate (3)	Minimal Awareness (2)	Inappropriate (1)
1. Students are part of general education to the maximum extent appropriate, and interact with the same age-non-disabled peers as full members of the school community.		√		
2. Instruction is provided in context of functional academics, rather than in isolation or massed practice. Activities are useful and meaningful to both the present and future life of the student (longitudinal instruction).		√		
3. Skills are taught in settings where they will be used.		√		
4. Daily schedules are visible and students possess individualized schedules, matched to their level of conceptualization and comprehension (e.g. photos, drawings, words).		√		
5. Functional academics reflect real-life tasks that already exist (e.g. someone else must complete it if the student does not) rather than fabricated activities that will be “undone” once the student is finished.		√		
6. Students have access to an appropriate communication system – when needed – that is incorporated into all environments and used consistently.		√		
7. Instruction is provided using a multi-sensory delivery model, and activities are concrete and hands-on.		√		
8. Related services are delivered through an integrated, functional delivery model. A team approach is taken.		√		
9. There is minimal use of worksheets and long working intervals. There is little to no downtime with sponge activities supporting transitions.		√		
10. Related services personnel are utilized as support staff in the general education classroom, where IEPs are infused into existing curriculum.		√		
11. Activities and class environment are age-appropriate. Classes are located among age-appropriate, general education classes, not isolated in separate wings.		√		
12. Opportunities for social interaction and communication are deliberately planned into instruction (in both school and community).		√		

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Indicator	Highly Effective (4)	Appropriate (3)	Minimal Awareness (2)	Inappropriate (1)
13. Instruction is directly related to student's IEP, and the IEP is tied to Individual Transition Plan (ITP) in that it steps toward a "big picture" that is truly individual for student success in adulthood.		√		
14. Lesson planning, related to the IEP, is evident, and includes information about inclusion in general education, community instruction, adult and student roles during activities, and strategies to use during instruction.		√		
15. Regular <b>Community Based Instruction</b> (CBI) occurs. Time spent in CBI, or CBVI, increases as student's age increases (e.g. younger students in school environments, older students in vocational experiences).		√		
16. Behavioral issues are seen as teachable opportunities; staff recognizes that student behavior serves a function, and uses educational interventions to address problems and increase positive behavior.		√		
17. CBI, or CBVI, environments are determined on an individual basis according to needs identified in the student's IEP.		√		
18. Planning is based on state standards, local policy, student need, and long-term transitional planning (ITP).		√		
19. Team planning with the family sets priorities, and assure which educational objectives are important for the future of the child.		√		
20. Positive social behaviors are explicitly taught as part of the functional curriculum.		√		
21. An <b>Ecological Inventory Strategy</b> is used in verifying and planning instruction, especially instruction in community training sites.	<u>Note</u> : not operational			
22. Data are collected on a regular basis (including level of assistance or prompting level) for each objective in the student's program.		√		

**Notes:**

- Integrated classes – general education and special education students.
- Lessons were activity based, hands-on within a pre-academic/academic approach.
- Picture schedules of activities were visible. One class had snapshots illustrating appropriate behavior for group settings.
- Instruction was functional, multi-sensory and actively involved students.

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- The majority of students observed were verbal and able to express themselves well. One student used a communication device.
- Related services were observed in an integrated model, providing services within the classroom within a mixed group of students.
- Classroom environments were inviting, language rich, age appropriate and displayed student work.
- Social interaction and communication was nurtured by adults throughout the daily routine (small groups, centers, etc.).
- Lesson plans and instruction are linked to student IEPs and Pre-Kindergarten standards.
- The school environment is the setting for community-based instruction.
- Positive behavioral supports were observed (specific praise, picture cues/stop sign for redirection, teaching per situation), but not particularly consistent.
- Team planning includes family member in activities such as: IEP process, PTA, Great Beginnings Parent Network, Social worker, etc.
- The use of an ecological inventory strategy was not operational.
- Data collection was not observed in 2 of 3 classes visited. However, it was learned that formal data collection takes place three times per year and the teachers use informal data collection methods of their own choosing for IEP purposes.

Summary Item	Comments and/or Recommendations
<b>Strengths of Campus</b>	<ol style="list-style-type: none"> <li>1. Pupil-teacher ratio</li> <li>2. Language rich environment</li> <li>3. Activity-based, multi-sensory instruction</li> <li>4. Adult rapport with students</li> <li>5. Integration of related services</li> <li>6. In-class supports</li> <li>7. Student motivation &amp; participation</li> <li>8. Facilities</li> </ol>
<b>Deficit Areas of Campus</b>	<ol style="list-style-type: none"> <li>1. “Round Robin” opportunity for student participation</li> <li>2. Sporadic off-task behaviors of students</li> <li>3. Students responded one at a time during group activities</li> </ol>
<b>Recommendations for Campus</b>	<ol style="list-style-type: none"> <li>1. Randomly select students to participate in single student activities</li> <li>2. Implement classroom management supports consistently – wait for behavioral compliance</li> <li>3. Increase small group response by providing a way for all students to respond and then check for understanding</li> </ol>

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Level/Site: **PS DuPont & Mount Pleasant Elementary Schools**  
 2 Settings Visited

Indicator	Highly Effective (4)	Appropriate (3)	Minimal Awareness (2)	Inappropriate (1)
1. Students are part of general education to the maximum extent appropriate, and interact with the same age-non-disabled peers as full members of the school community.			√	
2. Instruction is provided in context of functional academics, rather than in isolation or massed practice. Activities are useful and meaningful to both the present and future life of the student (longitudinal instruction).		√		
3. Skills are taught in settings where they will be used.		√		
4. Daily schedules are visible and students possess individualized schedules, matched to their level of conceptualization and comprehension (e.g. photos, drawings, words).		√		
5. Functional academics reflect real-life tasks that already exist (e.g. someone else must complete it if the student does not) rather than fabricated activities that will be “undone” once the student is finished.		√		
6. Students have access to an appropriate communication system – when needed – that is incorporated into all environments and used consistently.	<u>Note</u> : none needed			
7. Instruction is provided using a multi-sensory delivery model, and activities are concrete and hands-on.		√		
8. Related services are delivered through an integrated, functional delivery model. A team approach is taken.		√		
9. There is minimal use of worksheets and long working intervals. There is little to no downtime with sponge activities supporting transitions.		√		
10. Related services personnel are utilized as support staff in the general education classroom, where IEPs are infused into existing curriculum.			√	
11. Activities and class environment are age-appropriate. Classes are located among age-appropriate, general education classes, not isolated in separate wings.		√		
12. Opportunities for social interaction and communication are deliberately planned into instruction (in both school and community).			√	

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Indicator	Highly Effective (4)	Appropriate (3)	Minimal Awareness (2)	Inappropriate (1)
13. Instruction is directly related to student's IEP, and the IEP is tied to Individual Transition Plan (ITP) in that it steps toward a "big picture" that is truly individual for student success in adulthood.		√		
14. Lesson planning, related to the IEP, is evident, and includes information about inclusion in general education, community instruction, adult and student roles during activities, and strategies to use during instruction.		√		
15. Regular <b>Community Based Instruction</b> (CBI) occurs. Time spent in CBI, or CBVI, increases as student's age increases (e.g. younger students in school environments, older students in vocational experiences).		√		
16. Behavioral issues are seen as teachable opportunities; staff recognizes that student behavior serves a function, and uses educational interventions to address problems and increase positive behavior.		√		
17. CBI, or CBVI, environments are determined on an individual basis according to needs identified in the student's IEP.		√		
18. Planning is based on state standards, local policy, student need, and long-term transitional planning (ITP).		√		
19. Team planning with the family sets priorities, and assure which educational objectives are important for the future of the child.	<u>Note</u> : Not observed			
20. Positive social behaviors are explicitly taught as part of the functional curriculum.			√	
21. An <b>Ecological Inventory Strategy</b> is used in verifying and planning instruction, especially instruction in community training sites.	<u>Note</u> : Not operational			
22. Data are collected on a regular basis (including level of assistance or prompting level) for each objective in the student's program.		√		

**Notes:**

- Limited exposure to non-disabled peers and general education curriculum within a general education class.
- Lessons were activity based, hands-on within a academic approach in 1 of 2 classes observed.
- Schedules of daily activities were visible.

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- Instruction was functional and included some use of multi-sensory techniques that actively involved students.
- All students observed were verbal and able to express themselves well. Thus no use communication devices were observed.
- Related services uses an integrated model approach, where appropriate, providing services within the self-contained classroom.
- Transitions were slow and detracted from instructional time in 1 of 2 classes observed.
- Classroom environments were age appropriate and located among the general education setting.
- Social interaction opportunities for students were very limited, (in one class peer mentors interacted for a brief time).
- IEPs are developed along the framework of the state curriculum standards. Lesson plans are driven by IEPs. Information about inclusion is limited due to the lack of inclusion of students in general education.
- The school environment is the setting for community-based instruction.
- Minimal positive behavioral supports were observed in one class. Students were observed following established rules and routines in the other class without inappropriate behavior.
- Team planning includes family member as part of IEP process.
- The use of an ecological inventory strategy was not operational.
- Data collection was observed in the classes visited (on-going, portfolio DAPA II).

Summary Item	Comments and/or Recommendations
<b>Strengths of Campus</b>	<ol style="list-style-type: none"> <li>1. Pupil-teacher ratio</li> <li>2. Good rapport with students</li> <li>3. Peer mentors come into class</li> <li>4. Facilities – room size</li> </ol>
<b>Deficit Areas of Campus</b>	<ol style="list-style-type: none"> <li>1. Limited academic inclusion opportunities</li> <li>2. Lack of transition activities (lost instructional time, students on floor too long, off-topic discussions)</li> <li>3. Limited opportunities for student responses</li> <li>4. Limited social opportunities with non-disabled peers</li> </ol>
<b>Recommendations for Campus</b>	<ol style="list-style-type: none"> <li>1. Increase opportunities for inclusion with non-disabled peers</li> <li>2. Increase students hands-on experiences</li> <li>3. Monitor transitions – increase activities during transition situations</li> <li>4. Increase the explicit teaching of pro-social skills</li> <li>5. Increase the use of an Ecological Inventory” process for task analysis of new learning, situations, and environments.</li> </ol>

Evaluation of Services for Students with Disabilities  
*Brandywine School District*

Level/Site: **Springer Middle School**  
 2 Settings Visited

Indicator	Highly Effective (4)	Appropriate (3)	Minimal Awareness (2)	Inappropriate (1)
1. Students are part of general education to the maximum extent appropriate, and interact with the same age-non-disabled peers as full members of the school community.			√	
2. Instruction is provided in context of functional academics, rather than in isolation or massed practice. Activities are useful and meaningful to both the present and future life of the student (longitudinal instruction).		√		
3. Skills are taught in settings where they will be used.		√		
4. Daily schedules are visible and students possess individualized schedules, matched to their level of conceptualization and comprehension (e.g. photos, drawings, words).		√		
5. Functional academics reflect real-life tasks that already exist (e.g. someone else must complete it if the student does not) rather than fabricated activities that will be “undone” once the student is finished.		√		
6. Students have access to an appropriate communication system – when needed – that is incorporated into all environments and used consistently.		√		
7. Instruction is provided using a multi-sensory delivery model, and activities are concrete and hands-on.			√	
8. Related services are delivered through an integrated, functional delivery model. A team approach is taken.		√		
9. There is minimal use of worksheets and long working intervals. There is little to no downtime with sponge activities supporting transitions.			√	
10. Related services personnel are utilized as support staff in the general education classroom, where IEPs are infused into existing curriculum.			√	
11. Activities and class environment are age-appropriate. Classes are located among age-appropriate, general education classes, not isolated in separate wings.		√		
12. Opportunities for social interaction and communication are deliberately planned into instruction (in both school and community).		√		

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Indicator	Highly Effective (4)	Appropriate (3)	Minimal Awareness (2)	Inappropriate (1)
13. Instruction is directly related to student's IEP, and the IEP is tied to Individual Transition Plan (ITP) in that it steps toward a "big picture" that is truly individual for student success in adulthood.		√		
14. Lesson planning, related to the IEP, is evident, and includes information about inclusion in general education, community instruction, adult and student roles during activities, and strategies to use during instruction.		√		
15. Regular <b>Community Based Instruction</b> (CBI) occurs. Time spent in CBI, or CBVI, increases as student's age increases (e.g. younger students in school environments, older students in vocational experiences).			√	
16. Behavioral issues are seen as teachable opportunities; staff recognizes that student behavior serves a function, and uses educational interventions to address problems and increase positive behavior.		√		
17. CBI, or CBVI, environments are determined on an individual basis according to needs identified in the student's IEP.			√	
18. Planning is based on state standards, local policy, student need, and long-term transitional planning (ITP).		√		
19. Team planning with the family sets priorities, and assure which educational objectives are important for the future of the child.	<u>Note</u> : Not observed			
20. Positive social behaviors are explicitly taught as part of the functional curriculum.		√		
21. An <b>Ecological Inventory Strategy</b> is used in verifying and planning instruction, especially instruction in community training sites.	<u>Note</u> : Not operational			
22. Data are collected on a regular basis (including level of assistance or prompting level) for each objective in the student's program.		√		

**Notes:**

- Limited exposure to non-disabled peers and general education curriculum within a general education class.
- Lessons were activity based, hands-on within an academic approach in 1 of 2 classes observed (one class used primarily repetition and worksheets).

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- Daily activity schedules were visible and students were prompted to “check your schedule”
- Instruction was functional, but consisted of limited use of multi-sensory techniques.
- Most students observed were verbal and able to express themselves well.
- Related services use an integrated model approach, where appropriate, providing services within the self-contained classroom. There’s little opportunity for general education experiences related to electives.
- Academic instruction was worksheet driven and repetitive. Noted all students doing the same worksheet – no differentiation.
- Classroom environments were age appropriate, located among the general education setting.
- Social interaction opportunities for students were very limited, (in one class 3 peer mentors came into the class and interacted with the students under teacher direction). Social skills are taught as part of the functional curriculum in the self-contained classroom.
- IEPs are developed along the framework of the state curriculum standards. Lesson plans are driven by IEPs. Students not generally included in general education. However, one of the classes has a future plan to include students in a general education science class.
- The school environment is the setting for community-based instruction (chores, cooking, stapling, mailing, gardening, laundry). They do mainly off campus field trips - not instructional.
- Teachers observed giving students positive feedback. Students were engaged in assignments and followed established rules and routines without inappropriate behavior.
- Team planning includes family member as part of IEP process.
- The use of an ecological inventory strategy was not operational.
- Data collection process in place in the classes visited, but not observed, (portfolio).

Summary Item	Comments and/or Recommendations
<b>Strengths of Campus</b>	<ol style="list-style-type: none"> <li>1. Pupil teacher ratio</li> <li>2. Use of peer mentors</li> <li>3. Continuous student engagement</li> <li>4. Teacher rapport with students</li> <li>5. Use of technology</li> <li>6. IEPs linked to state curriculum standards</li> <li>7. Facilities</li> </ol>
<b>Deficit Areas of Campus</b>	<ol style="list-style-type: none"> <li>1. High use of worksheets and repetition of tasks – not real life/functional</li> <li>2. Lack of inclusion opportunities for academics – mainly electives</li> <li>3. Need to level or tier the complexity of tasks/assignments based on student need – lack of differentiation</li> <li>4. Data collection is limited – part of DAPA II – limited for instructional feedback purposes</li> </ol>
<b>Recommendations for Campus</b>	<ol style="list-style-type: none"> <li>1. Increase inclusion with general education setting</li> <li>2. Increase CBI outside of school</li> <li>3. Increase time with non-disabled peers</li> <li>4. Increase the use of “hands on” activities and activity-based instruction</li> <li>5. Implement “Ecological Inventory” process for task analysis.</li> </ol>

Evaluation of Services for Students with Disabilities  
*Brandywine School District*

Level/Site: **Brandywine, Concord, & Mount Pleasant High Schools**  
 4 Settings Visited

Indicator	Highly Effective (4)	Appropriate (3)	Minimal Awareness (2)	Inappropriate (1)
1. Students are part of general education to the maximum extent appropriate, and interact with the same age-non-disabled peers as full members of the school community.			√	
2. Instruction is provided in context of functional academics, rather than in isolation or massed practice. Activities are useful and meaningful to both the present and future life of the student (longitudinal instruction).		√		
3. Skills are taught in settings where they will be used.		√		
4. Daily schedules are visible and students possess individualized schedules, matched to their level of conceptualization and comprehension (e.g. photos, drawings, words).		√		
5. Functional academics reflect real-life tasks that already exist (e.g. someone else must complete it if the student does not) rather than fabricated activities that will be “undone” once the student is finished.		√		
6. Students have access to an appropriate communication system – when needed – that is incorporated into all environments and used consistently.		√		
7. Instruction is provided using a multi-sensory delivery model, and activities are concrete and hands-on.		√		
8. Related services are delivered through an integrated, functional delivery model. A team approach is taken.		√		
9. There is minimal use of worksheets and long working intervals. There is little to no downtime with sponge activities supporting transitions.		√		
10. Related services personnel are utilized as support staff in the general education classroom, where IEPs are infused into existing curriculum.			√	
11. Activities and class environment are age-appropriate. Classes are located among age-appropriate, general education classes, not isolated in separate wings.		√		
12. Opportunities for social interaction and communication are deliberately planned into instruction (in both school and community).		√		

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Indicator	Highly Effective (4)	Appropriate (3)	Minimal Awareness (2)	Inappropriate (1)
13. Instruction is directly related to student's IEP, and the IEP is tied to Individual Transition Plan (ITP) in that it steps toward a "big picture" that is truly individual for student success in adulthood.		√		
14. Lesson planning, related to the IEP, is evident, and includes information about inclusion in general education, community instruction, adult and student roles during activities, and strategies to use during instruction.		√		
15. Regular <b>Community Based Instruction</b> (CBI) occurs. Time spent in CBI, or CBVI, increases as student's age increases (e.g. younger students in school environments, older students in vocational experiences).		√		
16. Behavioral issues are seen as teachable opportunities; staff recognizes that student behavior serves a function, and uses educational interventions to address problems and increase positive behavior.		√		
17. CBI, or CBVI, environments are determined on an individual basis according to needs identified in the student's IEP.		√		
18. Planning is based on state standards, local policy, student need, and long-term transitional planning (ITP).		√		
19. Team planning with the family sets priorities, and assure which educational objectives are important for the future of the child.			√	
20. Positive social behaviors are explicitly taught as part of the functional curriculum.		√		
21. An <b>Ecological Inventory Strategy</b> is used in verifying and planning instruction, especially instruction in community training sites.	<u>Note</u> : Not operational			
22. Data are collected on a regular basis (including level of assistance or prompting level) for each objective in the student's program.		√		

**Notes:**

- Limited exposure to non-disabled peers and general education curriculum within a general education class.
- Lessons were activity based, hands-on functional academic approach in classes observed.
- Schedules of daily activities were visible and students were using picture schedules.

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- In 3 of 4 classes visited, skills were taught in the setting to be used/demonstrated by students.
- Instruction was functional (money, transportation access, cooking, keyboarding, language expression), and consisted of multi-sensory techniques.
- Most students observed were verbal and able to express themselves well. However, two students in different classes did use a communication device and switches.
- Related services uses an integrated model approach providing services within the self-contained classroom (Speech, PT, OT, Music Therapy).
- Academic instruction was mainly hands on and activity-based. Noted efficient transitions between activities in 3 of 4 classes with minimal downtime.
- Classroom environments were age appropriate, language rich, and located among the general education setting.
- Social interaction and communication opportunities are planned for students, (peer mentors, job sites in community). Social skills are taught as part of the functional curriculum in the self-contained classroom.
- IEPs are developed along the framework of the state curriculum standards. Lesson plans are driven by IEPs. Limited inclusion experiences in general education.
- The school environment is the main setting for community-based instruction with limited instruction taking place in the surrounding community. At one campus students participate in community work sites per IEP, others have limited CBVI experiences.
- Team planning includes family member as part of IEP process. One of the four classes visited reports progress to family daily, uses agenda books and sends a newsletter twice per month.
- The use of an ecological inventory strategy was not operational.
- Data collection process in place in the classes visited, but not observed, (portfolio, DAPA II various tools which are differentiated by prompting level, checklists, domain skills competencies).

Summary Item	Comments and/or Recommendations
<b>Strengths of Campus</b>	<ol style="list-style-type: none"> <li>1. Pupil teacher ratio</li> <li>2. Activity-based lessons</li> <li>3. Peer mentors</li> <li>4. Work portfolio developed &amp; maintained from vocational placement</li> <li>5. Individual student schedules</li> <li>6. Integrated related services</li> <li>7. IEPs linked to state curriculum</li> <li>8. DAPA II implementation</li> </ol>
<b>Deficit Areas of Campus</b>	<ol style="list-style-type: none"> <li>1. Limited academic inclusion</li> <li>2. Limited CBI beyond the school community</li> <li>3. Student compliance generally not reinforced</li> </ol>
<b>Recommendations for Campus</b>	<ol style="list-style-type: none"> <li>1. Increase inclusion opportunities</li> <li>2. Increase CBVI beyond school setting</li> <li>3. Give peer mentors specific job tasks while supporting students</li> <li>4. Implement a process for the use of an "Ecological Inventory" to task analyze new tasks, job or environments.</li> <li>5. Provide students with specific reinforcement for compliance.</li> </ol>

Evaluation of Services for Students with Disabilities  
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Level/Site: **Whitney Apartments**  
 2 Settings Visited

Indicator	Highly Effective (4)	Appropriate (3)	Minimal Awareness (2)	Inappropriate (1)
1. Students are part of general education to the maximum extent appropriate, and interact with the same age-non-disabled peers as full members of the school community.	√			
2. Instruction is provided in context of functional academics, rather than in isolation or massed practice. Activities are useful and meaningful to both the present and future life of the student (longitudinal instruction).	√			
3. Skills are taught in settings where they will be used.	√			
4. Daily schedules are visible and students possess individualized schedules, matched to their level of conceptualization and comprehension (e.g. photos, drawings, words).		√		
5. Functional academics reflect real-life tasks that already exist (e.g. someone else must complete it if the student does not) rather than fabricated activities that will be “undone” once the student is finished.	√			
6. Students have access to an appropriate communication system – when needed – that is incorporated into all environments and used consistently.		√		
7. Instruction is provided using a multi-sensory delivery model, and activities are concrete and hands-on.	√			
8. Related services are delivered through an integrated, functional delivery model. A team approach is taken.		√		
9. There is minimal use of worksheets and long working intervals. There is little to no downtime with sponge activities supporting transitions.		√		
10. Related services personnel are utilized as support staff in the general education classroom, where IEPs are infused into existing curriculum.		√		
11. Activities and class environment are age-appropriate. Classes are located among age-appropriate, general education classes, not isolated in separate wings.	√			
12. Opportunities for social interaction and communication are deliberately planned into instruction (in both school and community).		√		

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Indicator	Highly Effective (4)	Appropriate (3)	Minimal Awareness (2)	Inappropriate (1)
13. Instruction is directly related to student's IEP, and the IEP is tied to Individual Transition Plan (ITP) in that it steps toward a "big picture" that is truly individual for student success in adulthood.	√			
14. Lesson planning, related to the IEP, is evident, and includes information about inclusion in general education, community instruction, adult and student roles during activities, and strategies to use during instruction.	√			
15. Regular <b>Community Based Instruction</b> (CBI) occurs. Time spent in CBI, or CBVI, increases as student's age increases (e.g. younger students in school environments, older students in vocational experiences).	√			
16. Behavioral issues are seen as teachable opportunities; staff recognizes that student behavior serves a function, and uses educational interventions to address problems and increase positive behavior.		√		
17. CBI, or CBVI, environments are determined on an individual basis according to needs identified in the student's IEP.		√		
18. Planning is based on state standards, local policy, student need, and long-term transitional planning (ITP).	√			
19. Team planning with the family sets priorities, and assure which educational objectives are important for the future of the child.		√		
20. Positive social behaviors are explicitly taught as part of the functional curriculum.		√		
21. An <b>Ecological Inventory Strategy</b> is used in verifying and planning instruction, especially instruction in community training sites.	<u>Note</u> : Not operational			
22. Data are collected on a regular basis (including level of assistance or prompting level) for each objective in the student's program.	√			

**Notes:**

- Highly developed 18-21 year old program providing student instruction out in the nearby community. Students arrive at Whitney Apartments to start their day and then go out to job sites. Adult supports are provided at both the apartments and the vocational sites out in the community.
- Instruction is activity based and hands-on functional tasks are relevant to both the apartment and job site settings at both apartments observed.

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- Schedules of daily activities (words and pictures) were visible and used frequently in training/teaching students. Note: one of the 2 apartments has a new teacher and is in the process of developing more schedules.
- Students have access to appropriate communication systems, when needed, in both the apartment and job site settings.
- Related services uses an integrated model approach providing services within the apartments and the SLP goes out into the community with students to provide services.
- Noted efficient transitions between activities with minimal downtime. Students were monitored for both involvement and smooth transitions.
- Student activities are very age-appropriate with placement and activities similar to general education peers.
- Social interaction and communication opportunities are planned for students within the community and apartment settings. Social skills are taught using a proactive approach in response to identified student needs from surveying vocational sites.
- A clear link was evident between student IEPs, lesson plans, and transitional planning.
- Community based instruction takes place for students on a daily basis. Experiences are rotated on a regular basis within a variety of vocational settings based upon student needs and interests.
- Behavioral issues are redirected and replacement behaviors are taught within the instructional setting and on the job site locations. Redirections were followed and no inappropriate behavior was noted.
- Team planning includes family member as part of IEP process. In addition, dialogue notebooks and letters are used for two-way communication.
- The use of an ecological inventory strategy was not operational.
- Data collection processes were in place in both apartments visited, (linked to Delaware Curriculum Standards, portfolio, DAPA II focus using various tools). In addition, data is collected using a variety of tools by a varied group of service providers.

Summary Item	Comments and/or Recommendations
<b>Strengths of Campus</b>	<ol style="list-style-type: none"> <li>1. Community based program developed for 18-21 year olds (solid program)</li> <li>2. Routines and procedures well established</li> <li>3. Data collection and communication effective</li> <li>4. Use of picture schedules</li> <li>5. Pupil teacher ratio</li> </ol>
<b>Deficit Areas of Campus</b>	<ol style="list-style-type: none"> <li>1. Support new teacher with more in depth knowledge regarding quality components of the program and in providing more organized and efficient transitions</li> </ol>
<b>Recommendations for Campus</b>	<ol style="list-style-type: none"> <li>1. Implement "Ecological Inventory" process for task analysis of new learning, situations, or environments</li> <li>2. Increased training for the new teacher (quality components of program, student transition strategies)</li> </ol>