Partners in Learning, Inc.’s Inclusion Program Model

Partners in Learning is a 501 (c)(3) non-profit organization dedicated to providing young children with Autism Spectrum Disorders the highest quality Applied Behavior Analysis Program in the least restrictive natural setting.

It is our philosophy that all children should and can learn and grow together, benefitting from their different abilities when provided with the right levels of support. We believe that with the appropriate supports- anything is possible!

Children who attend one of our school sites will receive a program that consists of a ratio of 1:1 instruction, small & large group instruction, home programming, and have opportunities for community programming. Each child’s program is unique and has variable ratios of time in all of the learning environments and settings that make up Partners in Learning’s model.

What does that mean?

The Inclusive setting is when a child with Autism is included in the group setting with their general education peers (children without ASD). The time in the classroom is based upon various assessment resources– including the VB-MAPP Assessment scores, Direct instruction levels, BCBA/Case Manager Recommendations, Classroom Teacher Recommendations, Class schedules, Parental/home needs, etc. Each situation is unique, so one child may be included for Circle Time and Snack, another may be included for Recess and Centers and others may be included for the entire session. Time in the classroom/larger group will be systematically increased based on the objective data collected. Some children may move out of the classroom if there are areas of development that may be better addressed in a smaller more intimate environment. Related Services such as Speech and OT are typically provided in the group setting as a part of our program. (See attached sheet.)

Reverse Inclusion/Staff led Centers occurs when one or two General Education Students join the child with ASD out in the Learning Zones. This is when we can target skill deficit areas in a small group setting, without the pressure of the classroom. Activities are directed by Case manger goals developed from child needs

1:1 Direct Instruction Setting refers to when a child is in our Learning Zones (or sometimes in the home) working intensely on areas of development identified by their case manager, the VB MAPPS, IEP/Insurance Authorization, the classroom teacher and then broken down into specific skills. This requires more specific teaching and repeated exposure to targets then is achievable in the gen-ed classroom.

Home Program is when a child receives services in their home with parents/caregivers. It is at this time we can work on generalizing skills across environments, we can target with daily living skill development in the home, we can help with behavior excesses and deficits in the home, and support/provide parent training in your home. Parent participation is integral to our program. It is also required by most insurance companies and by many school districts.

Community Programming means when we go out in to the community and work on skill development with parents/family members/caregivers. This could be in preparation for an upcoming special event or field trip, this could be to work on specific skills, such as shopping. It is something that is planned for and set up by your case manager/BCBA. We will ask you to take data on specific skills. (See attached field trip sheet). If there is an area that is concerning to you or a specific goal you would like addressed, let us know! Such as your child doesn’t use the bathroom when you go out places, or won’t hold your hand in the parking lot, doesn’t stay with you/runs away. Please let us know if you are planning an upcoming trip we may also be able to help create adaptations and other materials to help prepare your child for the trip.

Scheduling Guidelines and Procedures: See the attached handout, but here is a highlight of the most important items: \* Please use the message line: 609-702-1686 to leave messages about your child missing school. This is important so we can adjust staff schedules. See the attached sheet which outlines the specifics. \*Snow Day Closings can be found on our Facebook Page and also will go out as a Tadpoles alert. \*Arrival and Departure times are important as we schedule staff according to when we are told your child will be arriving and leaving. If there is going to be a change, even if for just one day it is best if we have as much notice as possible so we can make sure we can accommodate your request.

Saturday Make-Up Service days are available for all children who attend via their insurance benefit, even if they haven’t missed a session yet. The dates have been pre-set in our calendar so we can give our staff and you, our families as much notice as possible. The dates are: **12/7/19, 1/25/20, 2/22/20, 3/21/20, 3/28/20, 4/4/20**. You will receive a sign up form for these dates asking you to fill out when your child is available for services. There will also be a space indicating that you do not need service. It is imperative that you return the form as soon as possible. Depending on staff training needs and staff availability we will try to provide you with the most robust schedule possible.

Volunteers make all the difference in fundraising efforts. If you are interested in volunteering for one of our upcoming fundraisers, please sign up on the sheets.