



Illinois Autism Partnership

RIVER FOREST SCHOOL DISTRICT 90



CONTENTS OF THIS PRESENTATION

1. Overview of the Easter Seals/D90 Partnership
2. Current Progress
3. Future Recommendations

OVERVIEW

Comprehensive Multi Needs (Skills) program review completed in Spring 2019


Quality Program Domains

- Learning Environment
 - Safety
 - Organization
 - Materials
 - Classroom Set-Up
- Structure/Schedules
 - Visual Schedules
 - Visual Supports
 - Transitions
- Learning Climate
 - Staff-Student Interactions
 - Staff Behaviors
 - Promoting Diversity/School Climate
- Assessment/Individualized Education Program
 - Assessing Student Progress
 - Assessment Process
 - IEP Goals
 - Transition Planning
- Curriculum and Instruction
 - Classroom Instruction
- Teaming
 - Team Training
 - Team Membership
 - Team Meetings
 - Implementation/Decision-Making
- Communication Supports
 - Planning for Communication Opportunities
 - Communication Rich Environment
 - Individualized Communication Instruction
 - Responsiveness to Student Communication
 - Communication Systems and Supports
- Staff/Peer Relations
 - Arranging Social Opportunities
 - Teaching and Modeling Social Skills
 - Personal Hygiene and Relationships (MS/HS)
 - Social Skills Instruction
 - Peer Social Networks
- Behavior
 - Proactive Strategies
 - Behavioral Assessment
 - Behavior Management
 - Data Collection
- Family Involvement
 - Teaming
 - Family Communication
 - Parent Teacher Meetings




CURRENT PROGRESS

- Full time teachers in Multi Needs program (since Fall 2019)
- Week long training during summer for Multi Needs teachers (Summer 2019 and 2020)
- IEP Goal Writing Professional Development (SY 2019)
- Paraprofessional PD (SY 2019 and SY 2019)
- Specials/Exploratories teachers offered PD (Fall 2019)
- Classroom Restructuring for both schools (Summer 2019)
- Middle School classroom added (Fall 2020)
- COVID Classroom Set Up (Summer 2020)
- Strategies for supporting students remotely (SY 2020)
- Monthly Consultations in each classroom (ongoing)



FUTURE RECOMMENDATIONS

- Professional development/coaching for related service providers, specials and general education teachers in the following areas:
 - Inclusive Practices for Students with IEPs
 - Promoting Greater Independence
 - Structuring the Environment
 - Peer Mediated Instruction and Intervention
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FUTURE RECOMMENDATIONS

Multi Needs Classroom/Staff:

- Continued coaching to build on success and prepare for new students
- Promoting Greater Independence
- Data Collection/Progress Monitoring
- Reinforcement/Communication

IT TAKES A VILLAGE!

The success of the Multi Needs program would not be possible without the hard work, commitment and efforts of:

- Special Education Teachers
- Related Service Providers
- Education Support Personnel
- General Education Teachers
- Parents
- Administrators

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Thank You!
Questions?