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# Meriden Board of Education Physical and Occupational Therapy Services

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# Meriden Public Schools



Redesigned High Quality  
Special Education Partnership Programs



# 560 Tuitions

■ Tuitions	\$12,018,156
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■ Decrease	(\$842,807)
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Edison and Wintergreen:	\$102,193
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Special Education	(\$ 945,000)
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“Special education is the largest cost accelerant of education spending in Connecticut. It is estimated that Special Education costs grow five to six percent per year.”

-CCM Public Policy Report

# Special Education Tuitions

Year	Actual	Actual Increase over Previous Year	% Increase
2007-08	\$6,586,342	\$1,087,081	19.8%
2008-09	\$7,254,342	\$668,484	10.1%
2009-10	\$7,859,102	\$604,276	8.3%
2010-11	\$8,775,470	\$916,368	11.7%
2011-12	\$8,151,905	(\$623,565)	(7.1%)
2012-13	\$7,326,411	(\$825,494)	(10.1%)
2013-14*	\$6,376,225	(\$950,186)	(12.9%)

# OUTPLACED Vs. IN-DISTRICT COST

- OUTPLACED STUDENTS
  - ACES West - \$90,812
  - Melioria Academy - \$ 144,519
  - Wheeler - \$96,459
- IN-DISTRICT
  - Hanover-STARs - \$33,403
  - Franklin-STEP - \$29,310
  - Platt-PHP- \$30,080

# Specialized Programming in Meriden

- Early Intervention
- STARS
- STEP
- STEPS
- HIP
- Community Classroom Collaborative

# Service Delivery Model

## 2012-2013 SERVICES

3 RPTs

5 OTRs

3 COTAs

- Students were seen Individually
- Students were over identified
- PT/OT were not part of SRBI

## 2013-2014 SERVICES

1 Lead RPT

1 Lead OTR

6 COTAs

2 PTAs

- Student are receiving services in small groups and in their classroom
- PT/OT staff provide interventions through SRBI
- PT/OT provide whole class groups pro-actively

# Early Intervention

- Approximately 90 Students
  - Multiply Handicapped
  - Developmentally Delayed
  - Students with Autism
- PT and OT groups are all-inclusive to each classroom
- Groups included
  - Sensory Motor Groups
  - Fine Motor Groups
  - Gross Motor Groups
- Developmental Screen to monitor progress
- Family Nights
- Equipment Consultation
- Family in-home services

# STARS

Student, Teacher, Achieving Remarkable Success

- A continuum of services from Pre-K through transition at age 21.
- Specifically Designed Sensory Room
- Trans-disciplinary service delivery
- Whole-class instruction
- Groups designed to address sensory processing, core strengthening, fine motor and gross motor skill development
- Community Collaboration
- Family Nights

# STEP/STEPS

## Students Transition Education Program

- Students with Social/Emotional and Behavioral challenges
- A continuum of services from K- 8<sup>th</sup> Grade
- Specifically designed “Regulation Stations” (sensory rooms)
- Trans-disciplinary Service model
- Community Collaboration
- Whole group instruction
  - Yoga
  - Leisure skill
  - Life skills
  - Sensory Motor
  - Gross Motor and Fine Motor

# TSC

## Transitional Support Classroom

- Students in 9<sup>th</sup> – Transition into Community
- Students that have Social/Emotional/ Behavior or Psychological challenges
- PT and OT provide consultation and collaboration
- Students from this program work with our physically and mentally challenged students in the lower grades as mentors

# HIP

## Hale Inclusion Program

- K-5 Students with Cognitive and Physical Challenges
- PT/OT provide direct and consultative services for Adaptive Equipment, Assistive Technology, Gross Motor, Fine and Visual motor, self- help, sensory motor and a resource for the families
- Trans-disciplinary Approach

# The Community Classroom Collaborative

- This Program services students transitioning from High School into the Community
- These students are in a Classroom within in our Community
- They are given the opportunity to put into practice all of the skills and knowledge they have acquired in our program
- PT/OT provide consultation and collaboration with the staff to further their Independence and ensure success

# PT/OT Services Overall

- PT/OT participate in the SRBI (Scientific Research-Based Intervention)
- Accommodations and Modifications
- Small Group and Whole Group Lessons and Activities
  - Brain-Gym
  - Children's Classroom Yoga
  - Brain-Breaks
  - Gross Motor
  - Fine and Visual Motor
  - Handwriting
  - Co-Teaching with the Physical Education and Art Teachers

# PT/OT Direct Services

- Evaluations
- Screenings
- Individual , small group and whole group service delivery as appropriate
- Collaborative/Trans-disciplinary Approach

# District Training & In-Servicing

- On-going training and in-servicing
  - Teachers
  - Para-professionals
  - Parents/Family members
  - Community Agencies and Staff
- Type of Training
  - Ergonomics/Body mechanics
  - Assistive Technology
  - Movement Breaks and Sensory interventions
  - Equipment use and safety
  - Brain-Gym
  - Children's and Classroom Yoga

# Surrounding District Training

- How to Design a Sensory Room
- How to use the Sensory Rooms effectively for all students
- How to provide services in the classroom
- Future plans to provide Professional Development to area districts on service delivery and dynamic groups

# Additional PT/OT Services

- Designed 3 Sensory Rooms all with specific populations and purpose in mind
- Designed 3 Adaptive Playground structures that will service students with specific challenges as well as the typical peers
- Community Collaboration with the YMCA
  - Aquatic Therapy
  - Leisure Skills
  - Life Skills/ADLs
  - Communication
  - Community interaction and life skill practice
- PBIS reward programming
- Enrichment Groups for the Extended School Day Programs

# Yoga At the YMCA



# Swimming at the YMCA



# Making Choices at the YMCA



# Using Communication at the YMCA



# Using a Visual Timer



# Hanover Sensory Room



# Bubble Tube



# Hanover Sensory Room



# Hanover Sensory Room





# Hanover Sensory Room



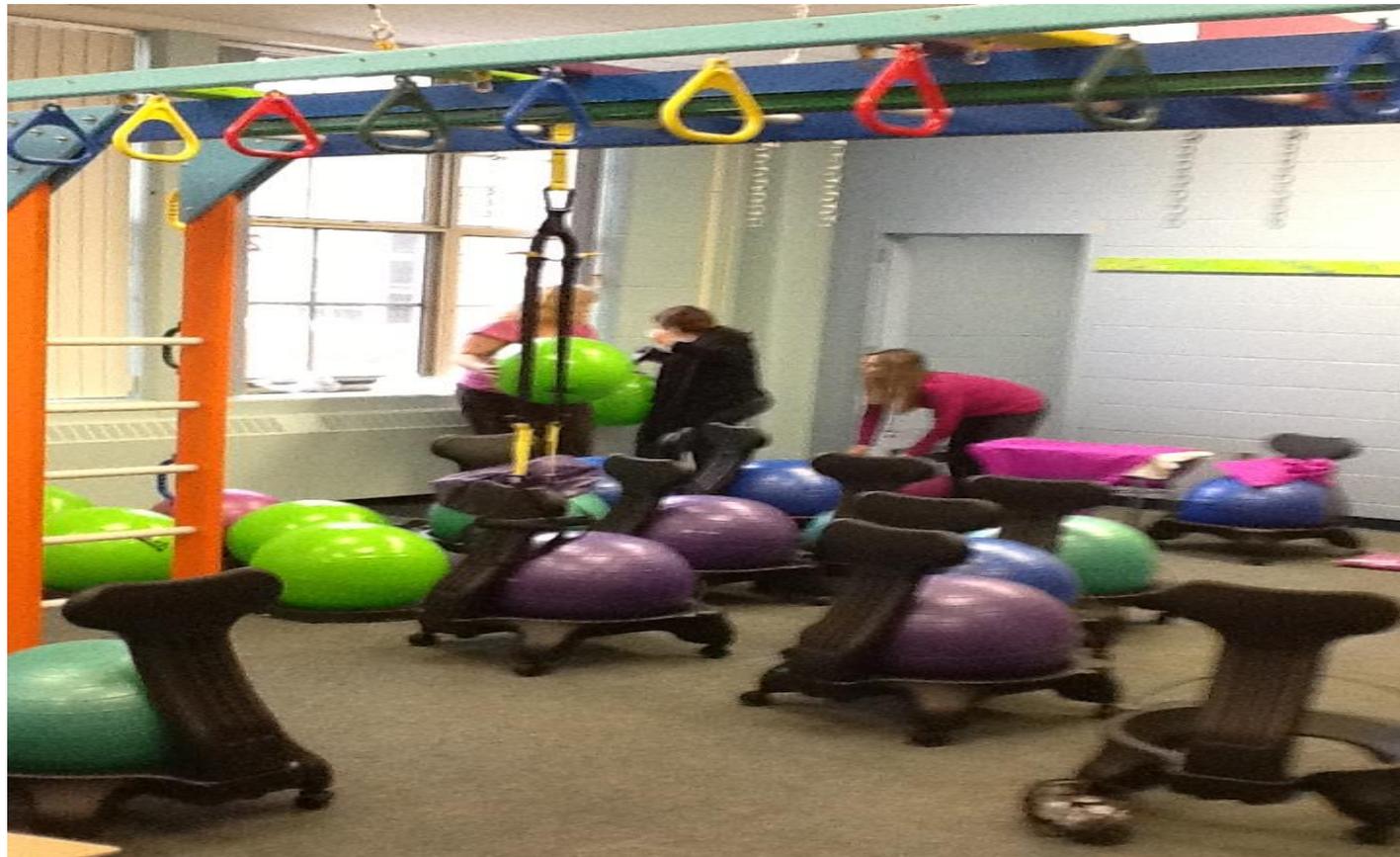
# Franklin Sensory Room



# Regulation Station At Franklin



# The Regulation Station



# Community Collaboration at the YMCA



# Circuit Training at the YMCA



# Circuit Training at the YMCA



# Spinning at the YMCA



# Ball Program in Sensory Room



# Yoga At the YMCA

