Transition Planning & Services

National Association of
Private Special Education Centers
Presenters

- Jan Wintrol
- Ivy Mount School
- Dr. Rich Collins
- Brehm Preparatory School
- Chuck Durgin
- Kennedy Krieger School
- Moderator: Tom Dempsey
- South Campus
2004 IDEA Regulations Pertaining To Secondary Transition

“Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

– Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;

– The transition services (including courses of study) needed to assist the child in reaching those goals; and

– Beginning not later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child’s rights under Part B, if any, that will transfer to the child on reaching the age of majority under §300.520 [see 20 U.S.C. 1415(m)].”
Part B Indicators developed by OSEP

• Part B indicators are one of the ways in which States measure and report their performance in educating students with disabilities.

• Based upon:
  – the Government and Performance Results Acts (GPRA) which requires every federal agency to develop annual performance plans and program performance reports.
  – IDEA which included similar performance plan requirements for State Education Agencies (SEAs).
Indicator 13

• Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual Individual Education Plan (IEP) goals and transition services that will reasonably enable the child to meet the post-secondary goals. (In Maryland, age 14).
Transition Activities

• A coordinated set of activities for a student with a disability that is designed within a results oriented process that will facilitate the student’s movement from school to postsecondary activities.

• Services/activities that will support the student’s postsecondary goals.
Transition Services

• A coordinated set of activities for a student with a disability that:
  • Is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child to facilitate the child's movement from school to post-school activities including:
    • postsecondary education
    • vocational education
    • integrated employment
    • continuing and adult education
    • adult services
    • independent living or community participation
Transition Services (continued)

* is based on the individual child’s needs, taking into account their strengths, preferences, and interests

* includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and when appropriate, acquisition of daily living skills and functional vocational evaluation.

In Maryland, transition planning and the delivery of transition services begins during the school year in which the student turns 14 years of age.
Transition Plan

- Student Centered Plan
- Input from student, parents/guardians, professionals (teachers, social workers, speech therapist etc.)
- Based on transition assessments
  - Student interview
  - Interest inventories
  - Observation
  - Formal and Informal Tests
Postsecondary Goals

Must indicate that outcome takes place after high school

- Must include:
  An Employment Goal and a Training or Education Goal

- May include:
  An Independent Living Goal (if appropriate)

- Must be measurable (countable)
  According to the state of Maryland, a postsecondary goal is “measurable” if it exists in the transition section of the IEP and is countable.
Postsecondary Goals

- Should reflect high but realistic expectations
- Can incorporate external supports
- May initially be less specific, increasing in detail as the student approaches graduation
- May change from year to year, sometimes slightly, sometimes drastically
Variables that Positively Impact Post-School Outcomes

- According to a review of the literature on transition, the following six programmatic features are linked to improved transition outcomes for individuals with disabilities:
- Participation in paid work experience in the community during the last two years of high school;
- Competence in:
  - functional academic skills (e.g., reading, math, writing, and problem solving);
  - community living skills (e.g., money management, community access);
  - personal-social skills (e.g., getting along with others);
  - vocational skills (e.g., career awareness, job search); and
  - self-determination skills (e.g., self-advocacy, goal setting);
- Participation in transition planning;
- Participation in vocational education classes during the last two years of high school, especially classes that offer occupationally-specific instruction;
- Graduation from high school; and
- Absence of continuing instructional needs in functional academic, vocational, and personal-social areas after leaving school. (Benz et al., 2000)
Other Research: Other Positive Variables

• **Employment**: Employed individuals with cognitive disabilities report a statistically higher quality of life than their unemployed peers (Eggleton et al., 1999).

• **Self-Determination Skills**: The more self-determined adults with cognitive disabilities were, the better they fared in terms of employment, access to health and other benefits, financial independence, and independent living (Wehmeyer & Palmer, 2003).
U.S. General Accounting Office: Barriers to Successful Transition

- The following were identified by stakeholders as key problems in the transition process:
- Lack of self-advocacy training;
- Insufficient information about the transition process;
- Absence of linkages between school systems and service providers;
- Lack of vocational education and community work experience; and
- Lack of transportation (GAO, 2003).
According to NCES, there were just under 6 million students with individualized education programs (IEPs) in 2008, and students with disabilities represented roughly 12.3% of the overall student population.

NCES further projected that 3.2 million students would graduate from high school in 2008, which would mean that just under 400,000 students with disabilities would be entering the workforce in one year alone.
MANSEF Transition Programs
Transition!

- Shock to the student & family system
- Blind-sided
- Without hope & opportunity
- Helplessness along with a lack of direction & resources
- Represent the highest level of functioning that the individual achieves

An occurrence that happens too often!
GRADUATION

- Emerging & Unforeseen Problems
- Early Experience w/ Job Development, Advocacy, & Agency Linkages
- Longitudinal Emphasis

- Fatigue & Student Disengagement
- Transition OBE ($, medical, MH, housing)
- Systems Failures

Functioning

High

Low

Lifespan
Decrease Risk Factors

Prevent movement into more restrictive and/or punitive settings.
Forget “Transition”

What about Outcomes?
Positive Outcomes Are A Function Of ?

What do you think?
Positive Outcomes are a Function of:

Knowledge + Skills + Opportunities + Resources

School-Based Efforts
- High-Return Learning Contexts
- Best Practice Methodologies

Community-Based Efforts
- Many professional & natural support systems are well-intentioned but ill-informed
- Supports need to be found, modified, nurtured, and/or created
“Real World” Performance Contexts

Five On-Campus Industry Programs
Student Run Businesses

Individual Work Placements
On-Campus & Off-Campus

Classroom Work Enclaves
On-Campus & Off-Campus
High Stakes Placement Issues

Developmental Needs
Outcome Trajectory

CONCERNS

Suffering
Lost Opportunities
Set Backs

Nonpublic Model

Clinical Component
Smaller - Flexible
Sub-Specialty Focus
Continuity - Intensity
Person & Family Centered
Diagnostics & Outcome Attainment

Diagnostic Component (Explicit Role of Schools)

Identify & Avoid Known Problems

Appeal Misjudgments & Injustices

Determine How Skills will be Maintained & Outcomes Attained (W-L-P)

Document “Formulas for Success”

Ensure that Essential Supports Will be Replicated
Preparing Diploma Students

- Provide Close Academic Oversight & Guidance
- Match Student Career Interests to Curricula Experiences
- Explore Future Educational, Work, and Personal Growth Opportunities
- Work Study/Internship Opportunities (Real Work)
- Certificate Completion in Trade Areas Prior to Exit (ProStart, Microsoft Office, etc.)
- Develop Resume & Interview Skills
- Career Assessments & Assistive Technology Evaluations – Division of Rehabilitation Services
- Increase Family Collaboration (Track More Than Grades & Credits)
Preparing Diploma Students

- Parallel Enrollment in Community Colleges
- PSAT/SAT prep (On-Site Testing)
- Financial Support - FAFSA, Grant, & Scholarship Information
- College Tours & Fairs
- Self Advocacy Training - Identifying and Requesting Accommodations
- Replicate the Pace & Complexity of Work for College Bound Students
Preparing Certificate Students

- Independent Living Skills
- Social & Communication Skill Training
- Self-Determination
- Assistive Technology
- Safety Training
- Competitive Work – Supported Work
- Mobility Training
- Transition & Career Assessments
- Support System Development
Senior Year!

Academics

Construction

Retail

Maintenance at BMI

Future Provider Work-Trials

Coffee Server

Train Shop Volunteer
Type II Schools

- Cooperative effort between MANSEF schools & Local School System

- MANSEF school provides = Administrative leadership, teaching, counseling staff and some related services including psychiatric services

- Local School System provides the building space and access to building resources such as the media center

- Integrate students into the host (public) school’s instructional program to the greatest extent possible

- Type II Schools are designed to serve those students whose needs exceed the resources of the Local School System but do not require the support and resources available in a full-time nonpublic school placement
Agency Linkages

Developmental Disabilities Administration (DDA)

Division of Rehabilitation Services (DORS)

Mental Hygiene Administration (MHA)

Colleges & Vocational Training Settings
**Capacity Issues**

**Service Gaps & Fragmentation**

- Eligibility criteria/resources are directed to those with the most severe needs
- Many students with outcome potential cannot access a level of service that will reduce risk factors and help them achieve success (e.g., access to DORS services only)
- High variability in the quality of collaboration (schools, agencies, providers)

**Adult Agency Challenges**

- Individuals with Autism Spectrum Disorders exiting the school system has expanded at an accelerated rate (exceeds capacity of adult service agencies)
- **Employment Emphasis:** This may set up some students and agencies for failure in that it is difficult to implement successfully. Providers must be highly informed-trained to support each individual.
- Services for young adults with chronic mental illness are limited
“We want Ian to have a life that is more okay than not okay from his point of view most of the time.”

Ferguson & Ferguson, 2000
The Promise of Adulthood
Parents of Ian
OPTIONS Transitions to Independence

March 2012
What does OPTIONS stand for?

- Optimizing
- Potential
- Through
- Individualized
- On-going
- Nurtured
- Successes
What areas does OPTIONS address & what students do OPTIONS serve?

• A holistic approach to working with students with learning disabilities
  – Academic
  – Independent living
  – Employability
  – Social/emotional

• Student Profile
  – Primary diagnosis
    • LD/ADD/ADHD/Language Processing Disability/ Executive Function Disorder/Asperger’s (on case-by-case basis)
  – Co-morbid diagnoses
  – Average age 18-23
  – High school graduate or transition year
  – Committed to participating at OPTIONS
What areas does OPTIONS address & what students do OPTIONS serve?

- A holistic approach to working with students with learning disabilities
  - Academic
  - Independent living
  - Employability
  - Social/emotional

- Student Profile
  - Primary diagnosis
    - LD/ADD/ADHD/Language Processing Disability/ Executive Function Disorder/Asperger’s (on case-by-case basis)
  - Co-morbid diagnoses
  - Average age 18-23
  - High school graduate or transition year
  - Committed to participating at OPTIONS
How did OPTIONS come to be?

The need for A Transitional Program was identified through Brehm alumni, parents & staff in Strategic Planning.

A recognition that students with learning disabilities, coming out of high school, were not equipped with the academic, independent living, and employability strategies needed to lead to a successful transition.
Why is a holistic approach Important?

• Many students with learning disabilities do not just struggle to get information in a class, but in all other life areas.

• An approach to working with students across academic, employability, independent living, social and emotional domains allows OPTIONS to address students’ needs.

• A large percentage of freshman college students do not return for a sophomore year and academic reasons are not cited as the number one cause.
What are OPTIONS Programmatic Objectives?

- Self-awareness
- Self-advocacy skills
- Develop independent living skills
- Develop social skills
- Strengthen academic skills base
- Strengthen employment skills base
- Facilitate transition
What are the Instructional Programming Options at OPTIONS?

- **College Transition Track – Partnership with John A. Logan**
  - Student pursues a curriculum at the Community College to either complete a Certificate or Associate Degree to transfer to another institution
  - Student receives academic support via college, but also at OPTIONS
  - Student completes internship at local business
- **Certificate of Completion Track - Partnership**
  - Student pursues Certificate of Completion in 1 of 7 vocational areas
  - Academic requirements are taught through OPTIONS
  - Job specific skills taught through partnerships with community businesses via internship
    - OPTIONS partners with over 60 businesses in the local community
  - Goal is to transition to competitive employment
What is OPTIONS Instructional Programming Progression?

- 1st semester coursework is basis for transition/assessment
  - Course curriculums are designed in-house
- Each semester, students are placed into classes at OPTIONS based on academic need & availability of designated classes
  - Students will have additional responsibilities through classes at the community college and/or internship experiences.
- Curriculum is designed for either instructional track
  - Competencies introduced and tracked are those needed in all professions
- OPTIONS has 3 levels of programming students transition through, as they require less supervision
What are the Certificates of Completion?

- Eight of the fastest growing industries in the 21st Century
  - Business & Office Technology; Retail Sales; Social Services; Medical Services; PC Technician; Animal Care & Services; Food Services; Janitorial Services
- Academic preparation coupled with hands-on training
- Focus on competitive employment
How does OPTIONS facilitate the transition to Independent Living?

• Small group independent living skills assessment and skill building

• Hands-on demonstration and instruction of presented skills

• Individualized instruction to meet students’ various needs
What are the components of the Structured Living Experience?

• Community apartments (3 students per apartment)
  – Each student has his/her own bedroom and own bathroom
  – OPTIONS has an apartment building within a larger apartment complex
  – Keyless entry and alarms system for security
  – Washer & dryer in every apartment
  – In-ground pool, work-out room & computer room

• Independent Living Counselors & Supervisor
  – At least 1 full-time staff person present when students are at apartments
    – Auxiliary staff to assist with direct instruction of competencies within apartment
    – Transportation provided by staff
What are the components of the Structured Living Experience?

- Life skills assessment & instruction
  - Self-advocacy
  - Self-awareness & understanding
  - Recognizing and using strategies, accommodations & resources
  - Time management
  - Organization
  - Problem-solving
  - Money management

- Culinary instruction
  - Menu planning for nutritional meals
  - Grocery shopping
  - Meal preparation
What are the components of the Structured Living Experience?

• Social strategies curriculum
  – Expression of feelings appropriately using the Communication Model
  – Instruction in implementing problems solving and conflict resolution
  – Managing interpersonal relationships
  – Group meetings to present, discuss and practice age appropriate social skills
  – Managing and participating in conversation

• Study hours
  – 2 hours a night, 5 nights a week
  – Tutors in students’ apartments
  – Communication between instructors and tutorial staff
What are the components of the Structured Living Experience?

- **Medical Management**
  - Access to Nursing staff
    - Nursing staff oversees medications
    - Nursing staff communicates with parents and local physicians
  - Medication education and awareness
  - Emphasis on self care

- **Recreation and Leisure Planning**
  - Regular, staff planned recreation activities
  - Student planned activities
  - Access local and regional communities
  - Emphasizes physical and social health while developing patterns for leisure activities
What are the levels of programming at OPTIONS?

• Standard Program
  – Entry level for all students, greatest level of support and structure

• Modified Program
  – Extensive supports available, less structure and more privileges and responsibilities, based on student competencies

• Extension Program
  – Most independent level of programming. 3 levels within this program to allow for phase out of services as students demonstrate independence
What are some additional resources in the local community?

• Psychological Counseling
• Psychiatric Counseling
• Department of Human Services
• Driver’s Training and Evaluation
• Interns from various programs at SOUTHERN Illinois University
What are the programming specifics?

- Operate on a college/academic calendar
  - Move-in August 9 & 10, 2012
- Apartments are closed on all scheduled breaks
- Spring Break allows for organized International Travel
- Summer break from late May-early August
What Are The Next Steps?

The OPTIONS Team will typically make one of the following recommendations at the end of each program year:

• Continue in the OPTIONS Program, working through the 3 levels with increasing independence
• Transition home to attend local community college
• Transition to 4-year college
• Enter into employment
• Transition to another structured program for independent living and/or academic support
For further information about OPTIONS, please contact:

Char Reed  
Director of OPTIONS  
101 S. Lewis Lane  
Carbondale, IL 62901  
(618) 549-4201  
charlene.reed@experienceoptions.org  
http://www.experienceoptions.org
The path to managing & analyzing educational knowledge
The thought ...

- Having an **adaptive**, standard based, *educational data mining system* that can **recognize** favorable and unfavorable patterns (*linear and non-linear*) based on organizational, state, and federal measures/outcomes by associating meaningful **relationships between interventions and outcomes**. This will offer insight never before possible at educational institutions and in the educational system. This would allow for **prescriptive measures** and validation of which **interventions and treatments** within a holistic approach are most effective in achieving the **highest education & outcomes possible** for students with or without learning disabilities.
Market research ...

- Existing databases do not meet the following needs of our vision. When it comes to the ability of integrating the different knowledge basis of disciplines required in meeting these needs in a proactive, predictive, efficient, and prescriptive fashion.

- Existing databases do not provide a standard interface for mining and analyzing data, which would provide easy access for the educators, administrators, and the scientific community across all disciplines to analyze robust data concerning various interventions in a co-relational and holistic manner.

- Current data models are based on old technology and focused more on storing and retrieving data rather than correlating it in a meaningful way to offer deeper program insight.
The Path

• We do not want to fall into the pit of just another data base management system, this is knowledge we are managing, not just data
• Leverage the latest research and supporting methodologies in:
  • Artificial Intelligence
  • Knowledge representation and Ontologies
  • Machine Learning
  • Decision Theory
  • Relational Database
  • Web 2.0 adaptations
  • Multi-agent systems
  • Cloud and Virtualized Computing/Clustering and Distributive Systems
The path (cont) ...

• Make the system all inclusive, non-restrictive, and cost effective.
  – The system will be able to manage all data needs of an institution or laboratory.
  – No site will be forced to use a canned user interface.
• By associating deeper meaning to the data we can allow each individual site to design a “front end” that works for them. However at the same time not allow them to be bogged down with details of database design.
Making data driven/supported decisions

- Most educational institutions make decisions on what interventions to give students on scores correlated with their own as well as others personal experience.
  - Most often we see improvements in the student. So we repeat this process.
  - How do you know there isn’t a better combination of interventions at your institution to prescribe the student to get an even better outcome?
  - How much does each intervention contribute to the outcome, what is the impact.
  - How much data do you actually use when making your decision, why is the course of interventions you assign the best for that particular student at your school?
- How do you adjust a students intervention when already in program, how do you evaluate them effectively. What data is important for you to make a good decision?
Behavior Study

- Birthdate
- Gender
- Dorm Assignment
- Exponential Moving Average (EMA) of Tier.
- Number of Behavior Checks and in which Categories, and the date of occurrence.
- Average of the amount of time elapsing between Behavior Checks.
- Proportion of Tier Increases / Tier Decreases.
- Behavior Report Rating Scale: Severity, Frequency, Intensity, Processing
- Behavior Report Processing Techniques Used
Behavior Study (cont)

• Model Training.
• 5 students were randomly removed from this process.
• KMS was trained on 40 randomly selected students.
• Validated against 10 students not present in that training set.
• Constructed 4 models, combined and tested against 5 students not present in any of the learning data.
• Threshold set to 90% accuracy for durational predictions.
Results (4 Models - 90%)
The results show that we were able to predict with more than 90% accuracy the behavior classification for our students in both direction and magnitude up to 7 days in advance.
WJIII Data

WJII Writting Sample Test Scores

Pre
Post
WJIII Data (cont)...
WJIII Data (cont)...

WJII Writing Sample Actual v. Predictive

- Post
- MLP Predictive
Recent comments

• “..., it should be noted that the ideas and concepts associated with the study have the potential to generate high interest among school practitioners.”

• “As proposed, the information gleaned from the applicant’s study findings could predict and evaluate intervention effectiveness, which in turn could dramatically assist educators’ and students’ ability to work together to improve social, emotional, and academic performance.”

• “This proposal demonstrates a strong need for a mechanism and process for recognizing, at an early stage, patterns in educational learning trends and, in particular, those of students with learning difficulties.”

• “Using proven techniques from the fields of artificial intelligence and computing, among others, could prove to be a very extraordinary breakthrough in educators’ ability to diagnose and provide appropriate instruction to a wide variety of students.”
Where we are currently at

• We have been working on creating this system now full time for the last year.
• Brehm has started using this system this school year, and continues to use it as modules are push out.
• Already HIPAA and FERPA compliant, highly secure system.
• Expected date of completion is 12/31/2013
Class Summary

Name: Joseph J. Viscomi
Instructor: Mr. Plus Sign
Current Grade: 78.6
Projected Grade: 82.1
Average P.L.: 4.25
Projected P.L.: 4

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Category</th>
<th>Skill</th>
<th>Status</th>
<th>Grade</th>
<th>PL</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/04/2011</td>
<td>Test</td>
<td>Mathematics</td>
<td>Problem solving</td>
<td>COMPLETE</td>
<td>88</td>
<td>4</td>
</tr>
<tr>
<td>11/03/2011</td>
<td>Homework</td>
<td>Reasoning</td>
<td>Conclusions/predictions</td>
<td>COMPLETE</td>
<td>79</td>
<td>5</td>
</tr>
<tr>
<td>11/01/2011</td>
<td>Homework</td>
<td>Reasoning</td>
<td>Problem solving</td>
<td>PENDING</td>
<td>81</td>
<td>4</td>
</tr>
<tr>
<td>10/31/2011</td>
<td>Class Work</td>
<td>Acquiring Information</td>
<td>Vocab Knowledge</td>
<td>COMPLETED</td>
<td>75</td>
<td>3</td>
</tr>
<tr>
<td>11/01/2011</td>
<td>Quiz</td>
<td>Mathematics</td>
<td>Algebra</td>
<td>COMPLETE</td>
<td>79</td>
<td>5</td>
</tr>
<tr>
<td>10/31/2011</td>
<td>Homework</td>
<td>Reasoning</td>
<td>Processed/Systems</td>
<td>COMPLETE</td>
<td>72</td>
<td>3</td>
</tr>
<tr>
<td>11/04/2011</td>
<td>Homework</td>
<td>Reasoning</td>
<td>Problem solving</td>
<td>LATE</td>
<td>71</td>
<td>4</td>
</tr>
<tr>
<td>11/03/2011</td>
<td>Quiz</td>
<td>Mathematics</td>
<td>Number Sense</td>
<td>COMPLETE</td>
<td>79</td>
<td>5</td>
</tr>
<tr>
<td>11/03/2011</td>
<td>Homework</td>
<td>Reasoning</td>
<td>Facts/Details</td>
<td>ON TIME</td>
<td>91</td>
<td>4</td>
</tr>
<tr>
<td>10/31/2011</td>
<td>Homework</td>
<td>Reasoning</td>
<td>Problem solving</td>
<td>ON TIME</td>
<td>86</td>
<td>5</td>
</tr>
<tr>
<td>10/04/2011</td>
<td>Test</td>
<td>Mathematics</td>
<td>Problem solving</td>
<td>COMPLETE</td>
<td>81</td>
<td>4</td>
</tr>
<tr>
<td>10/03/2011</td>
<td>Homework</td>
<td>Reasoning</td>
<td>Conclusions/predictions</td>
<td>ON TIME</td>
<td>88</td>
<td>4</td>
</tr>
<tr>
<td>10/01/2011</td>
<td>Homework</td>
<td>Reasoning</td>
<td>Problem solving</td>
<td>ON TIME</td>
<td>81</td>
<td>4</td>
</tr>
<tr>
<td>10/31/2011</td>
<td>Class Work</td>
<td>Acquiring Information</td>
<td>Vocab Knowledge</td>
<td>COMPLETED</td>
<td>75</td>
<td>3</td>
</tr>
<tr>
<td>10/01/2011</td>
<td>Quiz</td>
<td>Mathematics</td>
<td>Algebra</td>
<td>COMPLETE</td>
<td>79</td>
<td>5</td>
</tr>
<tr>
<td>10/31/2011</td>
<td>Homework</td>
<td>Reasoning</td>
<td>Processed/Systems</td>
<td>COMPLETE</td>
<td>72</td>
<td>3</td>
</tr>
<tr>
<td>10/04/2011</td>
<td>Homework</td>
<td>Reasoning</td>
<td>Problem solving</td>
<td>LATE</td>
<td>71</td>
<td>4</td>
</tr>
</tbody>
</table>

Skills:
- Mathematics
- Problem solving
- Conclusions/predictions
- Algebra
- Vocab Knowledge
- Processed/Systems
- Number Sense
- Facts/Details
- Conclusion/predictions

Graphs:
- Bar chart showing performance across categories.
- Pie chart showing skills.
- Saturation point chart.
Questions

Joseph J. Viscomi - jviscomi@brehm.org
Director of Information Services & Technology
National Association of Private Special Education Centers

Member Programs

~ How we are funded
~ Federal and State Mandates
~ Compliance with State and Federal Law
~ Procedural safeguards
~ Effectiveness and outcomes
~ Cost benefit analysis
NAPSEC

~ Privately operated, publically regulated
~ Emphasis on public-private partnerships
~ High degree of cost effectiveness
~ Can expand and contract to meet needs
~ Serve the entire range of severe disabilities
The Continuum of Placement Options

• Each point on the continuum supports and enhances the other

• NAPSEC programs are devoted to timely movement on the continuum

• NAPSEC programs are innovators in progressive options
FREE APPROPRIATE PUBLICALLY FUNDED EDUCATION

✓ Individual Educational Program
✓ Appropriate to unique educational needs
✓ The Least Restrictive Environment
✓ Decisions Made on an Individual Basis
THE ROLE OF PRIVATE EDUCATION

• Advocacy and Policy Development

• Training and Program Enhancement

• Service Promotion