

# SPECIAL EDUCATION

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#BOCESPROUD



## HOW WE SPECIALIZE

### Therapeutic Crisis Intervention for Schools (TCIS)

We firmly believe in trauma informed best practices to support the social and emotional needs of our students. We are committed to training and maintaining certification in the *Therapeutic Crisis Intervention for Schools (TCIS)* model for all staff

that have direct contact with students. TCIS is a crisis prevention and intervention system created by Cornell University. Goals of TCIS include:

- Creating a safe, caring and supportive environment to proactively prevent crises from occurring.
- De-escalating potential crises to effectively and safely manage acute crises.
- Improving students coping strategies when faced with stressful situations.

### Transition Services

All students ages 14+ receive transition services to ensure they are connected with resources both in school and in the community for their success:

- Needs assessment conducted to identify gaps in services.
- Referrals to outside agencies for long-term student supports such as ACCES-VR, OPWDD, and Commission for the Blind.
- On-going collaboration and communication with Circle of Support Team.

### Partners in Transition

CVES offers the Partners in Transition program, an employment training program, which assists adults who receive ACCES-VR, OPWDD or Commission for the Blind services at a variety of readiness levels. Partners in Transition staff share their time between the school-age work experience program and the adult program to create a bridge between student life and adulthood. Established relationships allow students to make uninterrupted progress.

- Employment Supports located at OneWorkSource for individuals with differing abilities.
- Post-Secondary Supports offered at local Higher Education Institutions.
- Partnerships with local businesses to offer opportunities through job shadowing, internships, guest speakers, etc.

### Educational Technology and Digital Equity

CVES Special Education approved as a Common Sense School, an honor that recognizes our efforts in teaching digital citizenship to young people and engaging the entire school community in this important discussion.

Improved access and digital equity for all students has resulted in the ability to use high quality web-based instructional materials.

## PARTNERSHIPS THAT SUPPORT PROGRAMMING

### BHSN – Behavioral Health Services North

- On site counseling
- Adventure based counseling
- Crisis Team

### New England Center for Children (NECC)

NECC's Board Certified Behavior Analyst (BCBA) Consultants work collaboratively with CVES staff to build skills and expertise in our Autism program. Monthly on-site consultations include evaluation of clinical educational programming for individual students or programs as well as district-wide evaluation and systems consultation.

### SUNY Plattsburgh

CVES works collaboratively with the education department at SUNY Plattsburgh to provide training and support for the teacher preparation program. Partners in Transition Community Pre-Vocational program is housed on the Plattsburgh State campus providing even more opportunities for our clients to interact with their peers. There continues to be an ongoing sharing of knowledge from our staff who have served as adjunct professors at the college.

### Partnership Initiatives

United Way of the Adirondacks, Autism Alliance, Sheriff's Dept & Special Olympics – Annual torch run event.



## REGIONAL SUPPORT

### Special Education Directors and Chairpersons Think Tank

CVES Leadership collaborates regularly with component district administrators to plan, develop, evaluate and reevaluate current practices, communicate and implement state guidance. This group collaborates in the creation of student based-programming and problem-solves concerns affecting our region.

### Brief Coalition in Essex County

CVES participates in the BRIEF coalition which promotes a proactive system of care that focuses on education, encourages empowerment, builds resilience, and reduces stigma for all students and families in Essex County.



## 8:1:1 LIFE SKILLS

For students that require a highly specialized educational program that facilitates the acquisition, application, and transfer of skills across various settings. Moderate to intensive support is needed in the activities of daily living. Instruction in reading and math is individualized to enhance functional and independent living skills. Students in the Life Skills program may meet the requirements for NYS Alternate Assessments. Students work toward either a Skills Achievement Commencement Credential and/or Career Development and Occupational Studies Credential.

## 8:1:1 ACADEMICS

For students with mild to severe emotional disabilities that may have a mental health diagnosis or may display challenging behaviors that interfere with learning. Our small setting allows for a more specialized approach to support each student's individualized needs so that they can gain success in school. Trauma informed best practices is at the heart of our student support model and sets the stage for each interaction and student-based decision made. A strong counseling plan features a multi-tiered approach with embedded individual and group counseling sessions (1x30 each). All staff utilize Therapeutic Crisis Intervention for Schools (TCIS) with the primary focus on preventing and deescalating behavior through active listening and behavior support techniques. Academic instruction is provided at the individual level with the goal of receiving a Regents Diploma/ Local Diploma and Career Development and Occupational Studies Credential.

## 6:1:1 AUTISM

For students diagnosed with Autism Spectrum Disorder with significant deficits in communication skills and/or adaptive behavior. This program utilizes Applied Behavior Analysis (ABA); scientific research demonstrates that interventions based on ABA are the most effective treatment for autism. Our classrooms provide intensive individualized programs for students based on the principles and instructional methods of ABA by our highly trained staff in consultation with our partnership with the New England Center for Children. A Board Certified Behavior Analyst (BCBA), is embedded within this program providing training, oversight, data analysis, and evaluation to ensure the most effective instructional and behavioral treatment for each student. A Licensed Clinical Social Worker (LCSW) provides support to

families to help transfer mastered skills into the home, to identify needs and how they can be addressed at home, and to aid in accessing community services.

## 6:1:1 ITSP

For students who have been identified as needing special education instruction and mental health clinical services. This program provides a broad range of services designed for a more supportive academic and emotional environment for students to help them experience success in school. Students receive individual and group counseling sessions (2x30 each), one family therapy session per month, weekly Adventure Based Counseling through BHSN, and monthly Psychiatric Consultations which can include medication management. Services are designed to strengthen individual and family functioning and to prevent children and adolescents from requiring a more restrictive residential environment.

## WORK EXPERIENCE

Students 14+ across all programs have the opportunity to be involved in the Work Experience Lab to ensure they are exiting school with skills to be successful employees and contributing members of our society. The program is designed to build student self-confidence and self-advocacy skills while providing an opportunity to explore job opportunities, as an extension of their classroom, in their community through a multi-step approach.

- In-House: simulated work experiences within the school setting.
- Community Enclaves: initial community exposure through tours, job shadowing and volunteering.
- Community Worksites: person centered planning to match students with employment settings for on-site training with a job coach.
- Independent Worksites: students matched with employers in the community.

Such experiences provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future careers while developing fundamental soft skills.