

ASD and are varied depending on developmental appropriateness and individual strengths.

- Parents are recognized and valued as partners in the development and implementation of their children's IEPs.
- Positive behavior supports, based on a Functional Behavior Assessment (FBA), are used to address challenging behavior.

Individualized Programs

Planning for students with special education needs will take place in PPT meetings; the Individualized Education Program (IEP) will continue to serve as the student's individualized program. Students enrolled in the program and mandated for special education services have an active IEP upon enrollment. The IEP is accepted and followed in the program unless changes are recommended through the IEP process.

Additional Information

If you have questions about the program or would like additional information, please contact Carl Gross, Director of Pupil Services at (860)824-5639.

You may also visit the Connecticut Autism Guideline Site at:

<http://www.sde.ct.gov/sde/lib/sde/PDF/>

LEAPSS



**An Educational and Pupil Services
Program for Students with Autism
Spectrum Disorders**

LEAPSS Trans-Disciplinary Program



The mission of the LEAPSS program is to provide quality educational programs and services for students with Autism Spectrum Disorders (ASD) and Developmental Disorders. Our vision is for a school community in which our students learn and grow in all the skills needed to develop into effective participants in the community.

The program is designed to effectively work with students with varying levels of challenge in learning, behavior, communication and socialization as these are presented in ASD and Developmental Disorders.

The primary goals of the program are to:

- Improve pre-academic skills and academic achievement .
- Improve adaptive and behavioral skills to optimize access to learning and overall development.

- Improve socialization and communication skills to optimize learning and overall development.

The LEAPSS Program meets the unique needs of each student by engaging the student, family/caregiver and school district in the development of an individualized program that clearly defines academic and behavioral goals across multiple domains.

Trans-Disciplinary Team

Our trans-disciplinary team-based model helps students make academic progress by looking at the whole child. This approach assesses the child's educational, communication, social, emotional, cognitive, environmental, familial and behavioral needs to develop a plan and determine the best strategy to address issues that impact learning. We work closely with families to include them as an integral and vital component of this process.

Our team includes (but is not always limited to): Special Education

Teachers, Speech-Language Pathologists, Board Certified Behavior Analysts, Occupational and Physical Therapists, School Psychologists and support personnel. All staff participate in ongoing training in effective practices for students with ASD.

Student and Family Centered Beliefs and Practices

- All children with ASD and/or Developmental Disorders are valuable, can learn and are worthy of educational interventions and related services that maintain their dignity.
- All children with ASD and/or Developmental Disorders should have access to the general education curriculum, extracurricular activities and time with non-disabled peers to the maximum extent appropriate.
- The program provides a variety of developmentally and functionally appropriate activities, experiences and materials that engage students in meaningful learning. Teaching methods reflect the unique needs of students with