

PROGRAM OPTIONS (continued)

Preschool Disabled:

Preschool Disabled as defined by the law means, "an identifiable disabling condition and/or measurable developmental impairment which occurs in children between the ages of three and five years and requires special education and related services." East Hanover's daily schedule of the class may include circle time, group work time, planned center time, snack, story time, music, speech and language activities, and motor coordination play. The children are actively involved in exploring their environment through hands-on learning and interacting with peers.

Integrated Preschool:

East Hanover's Integrated Preschool Program is a general education inclusive program designed to provide a pre-school enriched curriculum. The curriculum is aligned with the New Jersey Department of Education's Preschool-Teaching and Learning Standards of Quality.

Out of District Placement:

Although the East Hanover Township Schools offers many programming options for children with special needs, it may not have the right program for every classified student. If necessary, our Child Study Team and parents explore program options in neighboring public schools. If those programs are not available or appropriate, private settings may be considered.

Suggested Web Sites

www.paulakluth.com (Inclusive Education)
www.rethinkingschools.org (Rethinking Schools)
www.autcom.org (Autism National Committee)
www.chadd.org (ADHD)
www.cec.sped.org (Council Exceptional Children)
www.ncapd.org (Communication Disorders)

I Am But A Child

Look at me, I am but a child

I won't be grown up for awhile.

Let me enjoy my childhood days

Give me opportunities to run and play.

Let me make discoveries, give me space

That I might develop at a steady pace.

Let me be messy, let me explore

Then as I grow I'll learn that much more.

I'm very energetic though still quite small

I run, climb, spill, and that's not all.

I'm but a child in my own little world

Inside me there are struggles and twirls.

Play with me, smile at me, hug me too.

I need to know that I am accepted by you.

With your help and guidance, I'll grow to be

All that you expect of me.

By Lenora McWhorter

3/26/10

EAST HANOVER TOWNSHIP SCHOOLS DEPARTMENT OF SPECIAL SERVICES



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MISSION STATEMENT

The district's comprehensive programs provide students, who have special needs, a full range of personnel, program and placement options including access to the general curriculum. The program options offer each student the opportunity to achieve his/her fullest potential in the least restrictive environment.

STATE OF NEW JERSEY

EDUCATIONAL CLASSIFICATIONS

- Auditorily Impaired
- Autistic
- Cognitively Impaired (mild, moderate, severe)
- Communication Impaired
- Emotionally Disturbed
- Multiply Disabled
- Deaf/Blindness
- Orthopedically Impaired
- Other Health Impaired
- Preschool Disabled
- Social Maladjustment
- Specific Learning Disability
- Traumatic Brain Injury
- Visually Impaired

<http://www.state.nj.us/education>

RELATED SERVICES

Speech and Language Therapy:

Therapy in the area of speech and language is offered to children who are experiencing difficulty in the articulation of sounds and/or in the reception or expression of language. The therapist provides instruction individually or in small groups up to several times a week, depending on the needs of the students. Close communication is maintained with parents and with the Child Study Team.

Occupational Therapy:

When children experience significant difficulty with their fine motor skills, the services of an occupational therapist are available. Using scissors, improving handwriting, manipulating small tools are necessary for success in school. The OT will help the student learn these skills and develop motorically.

Physical Therapy:

For the student who has trouble running, skipping, standing, jumping, squatting, there is help available from our physical therapist. The PT will work with the student to develop his/her gross motor skills so the child can function optimally in school.

Counseling:

When a student has difficulty with social and emotional issues, a guidance counselor, school social worker, or psychologist may work with the student on a short-term basis. Through individual and/or group sessions, students have an opportunity to express their feelings and thoughts that may be blocking their school performance. All sessions are confidential and are 'school based,' not treatment based.

Teacher of the Deaf:

Both in-class/pull-out supports are most important. Evaluations of auditory environments within the school buildings as well as developmental and auditory evaluations are completed, so each area can be adapted to accommodate the child's specific needs. Staff training regarding personal FM and other assistive devices, such as hearing aids, cochlear implants is also provided.

PROGRAM OPTIONS

In-Class Support:

A special education teacher offers support to classified students in regular education classes.

Out-of-Class Replacement:

The curriculum, which includes multi-sensory reading programs, is designed for the particular student's needs and is offered in place of one or more subjects taught in the regular class. Resource Center faculty work closely with Child Study Team, the regular education faculty, parents, and students in developing specialized program.

Out-of-Class Support:

A child may be provided with additional instruction and/or reinforcement of the subject, outside of the regular classroom. Because this occurs during the school day, this support is offered in lieu of another activity or subject.

Supported Instructional Assistance:

Rather than a teacher providing the service of support, a paraprofessional will provide such activities as refocusing the child, reinforcing material that was introduced by the teacher, helping the student with organization skills or helping the child with appropriate behavior. A special education teacher will be assigned to manage the child's progress, contact parents and communicate with the child's case manager.

Special Education Programs:

Students who need more intensive instruction in a special education setting may qualify for special education classes. A teacher works with a small number of students on specified subjects, utilizing specially designed strategies to enhance learning. Opportunities are offered for integrating with mainstream classmates during academic subjects, physical education classes, and exploratory classes such as art, computer, home arts, and industrial arts. Lunch and other school-wide activities are also available to the students. In many classrooms, paraprofessionals are provided to assist the special education teacher in addressing students' needs.