



Reaching for Independence through Structured Education

Leadership

Melissa Devine, Director of Inclusion and Autism Programming

- Board Certified Behavior Analyst (BCBA)
- Experience in range of settings - residential → public school systems for 25 years
- Certified as Intensive Special Education Teacher
- Licensed as a Special Education Administrator

Program Approach

- A team approach to service delivery is utilized for students participating in the RISE program.
- Students receive academic instruction, social skills training, behavioral intervention and related services.
- Services are provided in range of settings from substantially separate to full inclusion in a general education classroom.
- A primary focus for all RISE students is to increase independence with a variety of skills including self-help, social skills, behavior management, academics, communication, and executive functioning.

RISE sites

Site	Total Students
BEEP - Putterham, Clark Road, Lynch Center, Beacon	19
Runkle School (K-8)	44
Brookline High School (9-12) - Main Campus	24
	87

Program Practices

	19 - 20	20 - 21	21 - 22	22-23
BEEP	19	19	19	19
K	7	12	11	2
1	5	7	12	11
2	3	5	7	12
3	8	3	5	7
4	2	8	3	5
5	3	2	8	3
6	6	3	2	8
7	5	6	3	2
8	5	5	6	3
Total	63	70	76	72

Program Practices

	19 - 20	20 - 21	21 - 22	22-23
9th	6	4	3	6
10th	8	6	4	3
11th	4	8	6	4
12th	6	4	8	6
Total	24	22	21	19

Program Practices

- Highly Structured, predictable and supportive teaching environments
- Participation in general education settings to the extent appropriate for individual students
- Continuum of intervention options to meet the needs of varying students
- Taught strategies for generalization and maintenance of learned skills
- Extended School Year Programming

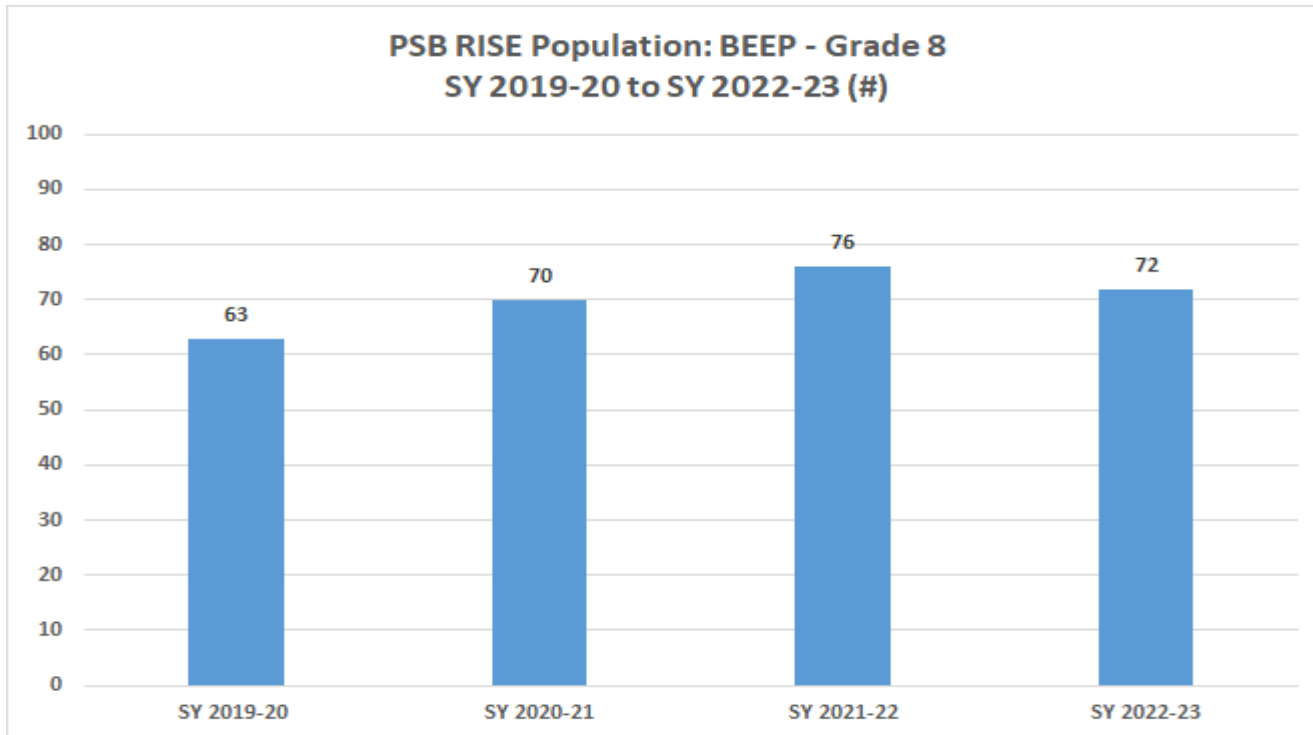
Program Practices

- Intervention linked to assessment
- Low teacher - student ratio
- Ongoing progress monitoring
- Functional approach to challenging behavior
- Collaboration and coordination among team members

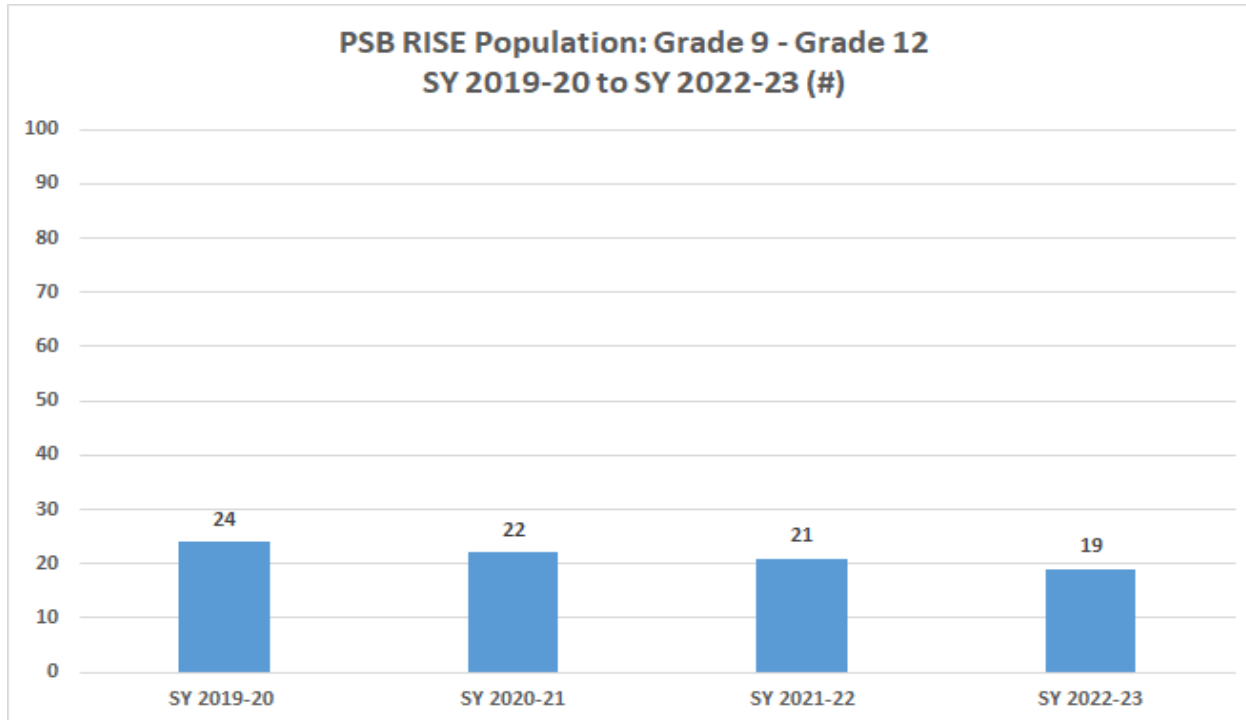
Curricula

- Discrete Trial - ACE: *ABA software developed by New England Center for Children*
- Applied Behavior Analysis (ABA)
- Speech Language Services
- Occupational Therapy
- Unique Learning Systems
- Life Skills
- Social Skills, Social Pragmatics
- Vocational Training

Projected Enrollment



Projected Enrollment



Growth of RISE

Currently in Planning Phase

- Deputy Superintendent Ngo-Miller and Director Melissa Devine will work with Principals, ETFs, staff, SEPAC leaders, and families to plan
- Planning so far has been primarily focused on Heath
- Considerations include:
 - Providing positive benefit to Runkle students in RISE and the school community
 - Preparing students and families in RISE program for transition
 - Preparing staff at Heath who will work directly with students in RISE next year
 - Preparing staff at Heath who won't directly work with student in RISE next year
 - Creating appropriate spaces at Heath for a RISE program