

# Kendall County Special Education Cooperative

## DIAGNOSTIC PROGRAMS

### **Purpose**

The purpose of the Diagnostic program is to provide a small group instructional learning environment for kindergarten and first grade students with identified disabilities manifesting significant learning difficulties. These learning difficulties may include deficits in the following areas: academic; communication; and social/emotional. Specialized methodologies, research based instruction, language based curriculum, and multi sensory approaches are utilized. Through the use of data collection and progress monitoring, the student's strengths and weaknesses are identified to provide an appropriate educational program within the least restrictive environment.

### **Program Goals**

- To provide systematic instruction structured to increase academic learning and social behaviors.
- To provide ongoing progress monitoring with data collection and problem solving to monitor student growth and identify supports necessary to participate in general education.
- To provide consultation and collaboration to general education staff on instructional strategies, interventions, modifications, and accommodations necessary to participate in general education.
- To continue the problem solving approach as students make progress, identifying interventions, supplemental aides, and services required to maximize success in the general education curriculum.

### **Entrance Criteria**

- Special education students transitioning from the Early Childhood special education program to kindergarten require assessment data indicating significant performance deficits in academic and/or other assessment domains and a recommendation from the school-based IEP team for placement in the Diagnostic program.
- Students without current special education eligibility require participation in a three-tiered Response to Intervention problem solving procedure, followed by a determination of special education eligibility. This procedure must be documented by: evidence of participation in research based interventions; progress monitoring data indicating lack of adequate progress; and a significant gap between the student's performance and that of typical peers.

- Students identified with disabilities by professionals outside of the educational setting may participate in the Diagnostic program if the school-based IEP team determines that the student meets special education eligibility criteria and has an adverse impact on educational performance, requiring special education instruction and/or support.

### **Exit Criteria**

- A student may exit the Diagnostic program when assessment and the school-based IEP team determine that the child's performance is within age and/or grade appropriate range.
- Students may exit the Diagnostic program upon completing first grade. The IEP team will determine the appropriate services to be provided at the second grade level through the IEP process.
- A student will exit the Diagnostic program upon the determination that he/she is no longer eligible for special education services.
- A student may exit the Diagnostic program if the parent chooses to discontinue services.

### **Available Diagnostic Programs**

- Diagnostic Classroom. This classroom provides academic instruction utilizing research based curricular materials, differentiated instruction, progress monitoring, and differentiated instruction with modifications as needed. The Diagnostic staff provides support to special education students in general education activities as identified in the student's IEP.
- Diagnostic Intensive Classroom. This classroom is designed to provide highly structured instructional services to Diagnostic students identified with autism spectrum disorders. It specializes in providing the visual, communication, behavioral, environmental, and social supports identified as critical for children with pervasive developmental disabilities.

Related services are provided to Diagnostic students according to their IEP.