

Request for Funding Individuals with Disabilities Education Act – ARRA

Identified Need (must attach any and all data used to determine need): Children who have various diagnosis including Autism Spectrum disorders, ADHD, OCD, NVLD and Learning Disabilities often have cognitive social deficits which affect their functioning both socially and academically in school. These children lack perspective taking which impacts their ability to interact appropriately and with reciprocity with their peers. This results in challenges with group and interactive learning in the classroom. Additionally, reading comprehension is affected by the child's challenges in perspective taking as reading comprehension requires that the child think about what the author is thinking, form hypothesis, predict outcomes and consider options. These children often write well from their own imagination but are challenged to write on teacher-assigned topics. Behaviorally, children with cognitive social deficits do not seem to be aware of how their behavior affects others and this results in limited social relationships. Additionally, unexpected behaviors often emerge when the child ineffectively attempts to engage with his peers. We have implemented some of the strategies in the general education setting through classroom lessons and staff development and have found that neuro-typical children have benefitted as much as those children with special needs.

Proposal (must include any and all costs): We propose that Babette Thorson and Denise Moore attend the Certified Social Thinking Internship Program with Michelle Winner. This is an advanced program for professionals who have completed Social Thinking mentor training internships (completed in 2008). Two interns work with therapists conducting therapy sessions during a four-day, 32-hour, supervised immersion, from concept to practice. The training includes developing social thinking curriculum and running therapy groups with children who are attending the clinic.

This training is an intensive four day program for two people and occurs in San Jose California. Both applicants have been accepted to attend this training May 3-6, 2010. The cost would be: Tuition—\$6,300. (\$3,150. each)

Implementation Plan: This intensive 4-day, supervised training at the Social Thinking clinic in San Jose, CA will focus intensively on planning, treatment, developing social thinking curriculum, preparing therapy notes and running therapy groups under the guidance of Social Thinking Specialists. The range of students will vary (K-High School), varying in their functioning level and diagnosis. We will both receive Certificates of completion as Social Thinking Specialists and be posted on the Think Social Publishing website along with our school district for the public to see. Denise Moore and Babette Thorson will provide a one day professional development opportunity on Social Thinking the summer of 2011. In addition we will be presenting information to staff in the district at scheduled department meetings. We will be available to consult with staff as they are implementing Social Thinking programs.

Measurable Goal (Must be a SMART goal: Specific, measurable, attainable, realistic, and timely) and must be directly related to improved achievement for children with disabilities: Specific children will be targeted with the goals: to increase their reading comprehension and in the process decrease the gap between current functioning and grade level expectations; improve expressive and receptive language skills; increase

social behaviors that are expected for their chronological age and decrease unexpected behaviors across all school settings resulting in generalization of skill development.

What will be used to measure the impact of this initiative on achievement for children with disabilities (please include the method for and frequency of progress monitoring): The children identified will have reading comprehension measured by the grade level probes and DRAs that are used in the classroom. Language skills and social behaviors will be measured using the "I Laugh" assessment as well as data collection driven by the IEP.

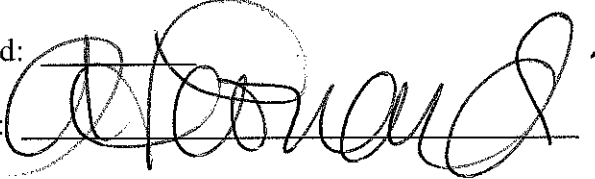
Submitted by: Babette Thorson and Denise Moore
School: Riverfield School

Date: February 8, 2010

Approved for funding under ARRA: More information Needed:

Approved for funding OTHER: Account #:

Request Denied:

Authorized by: 

Date: 2/10/10