

# Specialized Supports

HAMILTON  
ELEMENTARY  
SCHOOL

## The Next Steps Program, A & B

A = Grades K -2  
B = Grades 3-5

Both must adhere to a  
48 month age span

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Speech-Language Therapy

Occupational Therapy

Physical Therapy

Adapted PE

### Specialized Instructional Supports

Teacher of Visually Impaired

Mobility and Orientation

Contracted Consultants

Trained/experienced TAs

Teacher/Specialist collaboration  
with home-based therapy teams

## Academic Foundations

Pre-Reading,  
Reading Readiness  
Reading  
Vocabulary  
Comprehension

naming  
letters,  
decoding  
encoding  
words  
sentences  
paragraphs  
writing

PreMath, Math Readiness, Basic Math

naming matching counting  
combing, sorting basic concepts  
basic facts basic operations  
1:1 correspondence

Our Report Card is specific  
to the Next Steps Program



# The Next Steps Program

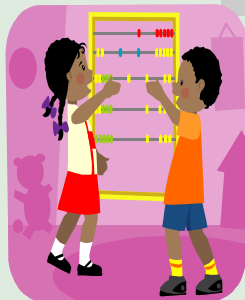
The Next Steps Program has two distinct, yet related classrooms:

## Next Steps A & Next Steps B

**BOTH** programs are designed to meet the unique needs of the children in developmental areas and for individualized, direct and small group instruction as well

**BOTH** programs meet the needs of students in the areas of communication, sensory input, cognition, and/or sensory-integration deficits that affect their rate of learning, their basic skills development and their skills mastery.

Next Steps is designed to be a comprehensive,



## Specialized Instruction

The specialized instruction in the Next Steps Program is centered around four, essential models of instruction that are the foundational building block of learning:

### 1) Learning Behavior

Direct Instruction  
Exploration—Doing  
Mastery Learning

### 2) Information Processing Skills

Listening-Responding  
Questioning  
Concept Development

### 3) Personal Development

Self-Concept/Self-Esteem  
Self-Direction  
Independence  
Creativity and Curiosity

### 4) Social Interaction

Cooperative Learning  
Role Playing  
Sharing—Leading

Individualized, direct instruction and opportunities for age-appropriate integration

Because each child's learning profile is different and unique, instruction occurs across a variety of settings to foster generalization of learning, promote socialization, enhance mastery and independence and to reinforce emerging skills



Instruction occurs primarily in the special education class, in a regular, age-appropriate class\*, & in adapted Music, Library, Art, and PE ... there are monthly field trips and community involvement

\*duration and frequency depend on the child's readiness and progress