

### Program Philosophy

*LIFT Preschool and Programs is committed to early identification of special needs children and to providing specialized instruction, intervention, and services to ensure growth and reduce learning problems in the future.*

We believe:

- Self-esteem and self-confidence are basic foundations for learning;
- Learning is fun through exploration, discovery, and multi-sensory experiences with same-age peers;
- All students learn when presented with, and participating in, a research based and age appropriate curriculum;
- Development of language is interwoven with cognitive, motor, social, and physical activities to enhance multi-modal learning
- Parents are active participants in a child's education and a VITAL part of the educational team.

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### Program Purpose

LIFT offers a wide range of service options for children with special needs. These services may be delivered in a classroom setting or as a Designated Instructional Service (DIS), such as Speech and Language. All services are provided in the least restrictive environment with same-age peers. The amount of service is individualized to meet the child's unique needs.

The *LIFT* program is well staffed with knowledgeable, collaborative, and dedicated professionals. The staff is transdisciplinary and consists of a psychologist, *LIFT* teachers, speech and language pathologists (SLPs), instructional aides, intensive behavioral intervention aides, adapted physical education staff, occupational therapists, and physical therapists.

### Legal Mandate

Public Law 105-17: (IDEA Reauthorized) mandates services for children ages three to five, including identification and assessment of children with potential special needs, development of an Individualized Education Program (IEP), and provision of direct and indirect service.

Special education is defined as "specially designed instruction" to meet a child's individual needs as per his or her IEP.

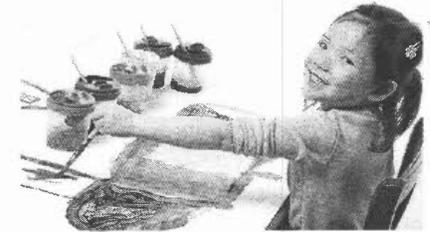
Special education is based on assessment results; it is individually determined and implemented; it considers learning rates, learning styles, learning modalities, cultural and ethnic differences and linguistic differences; it is outcome-oriented; it is linked to developmentally appropriate standards, regularly and modified if necessary.

### Assessment Process

- After a child turns three, parents can request assessment at any time;
- Program staff work with parents to develop assessment plans based on family, pediatrician, or community preschool concerns;
- District staff assess each child in areas of concern to determine whether or not the child demonstrates one of the 14 categories of educational disability;
- Once identified, the educational team and family work together to develop goals and determine the most appropriate program to meet the individual child's needs;
- Teachers and staff continue to monitor child progress using both classroom based and state assessment tools such as the Desired Results Developmental Profile.

# L.I.F.T.

**(Learning is Fun Together)  
Preschool Programs &  
Assessment Team**



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Jen Troccoe, School Psychologist**



### Instructional Model

*The instructional model of the Special Education Preschool program is based on the knowledge that children learn through activities and materials that are concrete and relevant to their lives. LIFT Preschool and Programs focus on growth in the areas of learning, play, and communication.*

### Learning

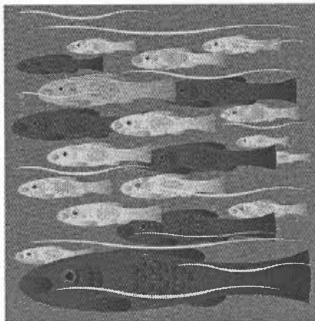
The learning environment of each classroom provides directed activities to promote:

- Socialization
- Skill-building opportunities
- Language development
- Gross and fine motor growth

LIFT uses the Preschool Houghton Mifflin Curriculum incorporating math, science, social studies, language and literacy activities to promote learning suitable to the child's age and experiences. LIFT also uses the Carolina Curriculum as a framework for each child's developmental progress in designated areas of need.

### Play

Play is considered the natural way of learning for young children by providing opportunities for concrete experiences, social interaction, language development, decision making, use of imagination, and skill acquisition. The teaching of play skills is an important part of the LIFT program.



**Communication** is the process of exchanging ideas, information, needs, and feelings. Since language deficits can often be an underlying component for many children with special needs, language is emphasized in all aspects of the preschool program.



### Program Organization

*The LIFT program is organized to include the following options for children with special needs:*

**SAIL** (Speech And Intensive Language Program) provides specific speech and language services to children demonstrating articulation and simple expressive language delays. SAIL groups meet twice weekly and services are provided by a credentialed speech and language pathologist.

**BEACH Two, Three, and Five Day options** are available in each of our self-contained classes. BEACH (Blended Experiences for All Children) classes offer specialized instruction by a credentialed special education teacher with the support of instructional aides familiar with child development, behavior modification techniques, and communication alternatives. Children attend BEACH classes anywhere between 2-5 days depending on the individual need and educational impact of their disability. Each BEACH class "blends" three to four typical peer models, or "**skippers**," on any given day of the week so children have every opportunity to learn from, communicate with, and develop friendships with their same-age peers.

**BEACH BUDDIES** classes more closely meld the Child Development Center (CDC) and special education program options. Children in these classes are taught by a child development center general education teacher. Students with IEPs are supported with consultation and collaboration from a special education teacher anywhere from 30-90 minutes per day in a group setting within the class. These children continue to receive DIS services though often not to the degree of our two, three, or five-day students. BEACH Buddies is a final step before return to the general education program.

### Embedded Services

Children who attend BEACH classes 3 days or 5 days per week also receive embedded services to ensure they continue to progress in all areas. These embedded services include Adaptive Physical Education (APE), Occupational Therapy (OT) and Speech and Language (S/L). Each class receives these services once per week as a class for 30 minutes to enable teachers to collaborate and monitor growth in physical and language domains, regardless of other IEP specific services.

### Desired Results Developmental Profile

Desired Results Developmental Profile (DRDP) is an accountability system used by the California Department of Education (CDE). Educators use the desired results system to identify successes and areas for improvement so that CDE can provide support and technical assistance to increase program quality. Practitioners use the desired results system to determine the extent to which children and families are achieving desired results so that quality improvement activities may be effectively targeted to directly benefit program participants. LIFT staff will administer the DRDP to your student as part of overall periodic program review.