



## Explanation of the Least Restrictive Environment (LRE) Placement Options within WCESC for Students with Social Emotional Learning Needs

PROGRAM	PRIOR PLACEMENT	LEARNING ENVIRONMENT	ACADEMIC INSTRUCTION	SOCIAL EMOTIONAL LEARNING INSTRUCTION	BEHAVIORAL INTERVENTION	MENTAL HEALTH SUPPORTS AND SERVICES
<p><b>WELLNESS CENTER</b></p> <p>Programming For Students in Grades K-12</p>	<p>Students previous learning environment is one of the following:</p> <ul style="list-style-type: none"> <li>● Residential placement</li> <li>● Multiple crisis hospitalization stays</li> <li>● History of unsuccessful alternative program placements</li> <li>● Home Instruction</li> <li>● Partial hospitalization</li> <li>● Day treatment program</li> <li>● Court ordered</li> <li>● Long term juvenile detention placement</li> </ul>	<p>The instructional space for each student is individualized based on mental health and social emotional learning needs.</p> <p>Students who have intense mental health and social emotional learning needs that manifest in physical aggression and our elopement are placed in an instructional space that is staffed with a behavioral interventionist, paraprofessional support, and pull-out services from a mental health therapist. The ratio in this instructional space is 1 educational staff to 2 students.</p> <p>Students who have intense mental health and social emotional learning needs that manifest more internally reflected as self-harm, social withdraw, dissociation or high anxiety are placed in an instructional space that is staffed with a mental health therapist and paraprofessional. The ratio in this instructional space is 1 educational staff to 4 students.</p> <p>The instructional spaces for both environments embed trauma informed practices of predictability (visual classroom schedule; work systems; common language; visual emotional regulation check ins); and structure (calming corner; flexible seating; sensory supports; scheduled movement breaks).</p>	<p>7-12<sup>th</sup> grade Daily academic Instruction of Ohio’s Learning Standards delivered online through Virtual Learning Academy Curriculum for the following content areas: -English Language Arts -Math</p> <p>K-6<sup>th</sup> grade Daily academic Instruction of Ohio’s Learning Standards delivered face-to-face during small group instruction with a general education teacher for the following content areas: -English Language Arts through <b>Wit and Wisdom Curriculum and IRLA</b> -Math through <b>Eureka Curriculum</b></p> <p>Tier 3 academic instruction to provide specially designed instruction in 1:1 or small group setting. Frequency is determined by a student’s individualized education plan.</p> <p>Students are engaged in academic instruction for 20% of the school day.</p>	<p>Tier 1 Instruction Includes: <a href="#">Accept Identify Move (AIM) Curriculum</a> Instruction provided daily within whole group instruction by trained behavior interventionist. <a href="#">PEERS</a> Social Skills Curriculum Instruction provided daily for 7-12<sup>th</sup> grade. <a href="#">Skill Streaming</a> Instruction provided daily for K-6<sup>th</sup> grade. <a href="#">Little Spot of Feelings Curriculum</a> Instruction provided monthly for K-6<sup>th</sup> grade. <a href="#">Second Step SEL Curriculum</a> Instruction provided weekly for K-12<sup>th</sup> grade. <a href="#">Zones of Regulation</a> (Curriculum Self-Regulation &amp; Emotional Control) provided daily by OT in whole group classroom setting. <a href="#">Social Cognitive Thinking Groups</a> implemented daily by the SLP in a whole group setting utilizing the <a href="#">Garcia/Winner Curriculum</a></p> <p>Students are engaged in social emotional instruction for 40% of the school day.</p>	<p>Tier 1 instruction PBIS lessons in all educational environments.</p> <p>Tier 1 Credit Sheets-students receive daily point totals for daily prize closet and access to whole group monthly &amp; quarterly incentives.</p> <p>Tier 2 Structured behavioral support includes individual movement breaks, scripted incentive plans, behavior contracts, and daily incentives for point totals.</p> <p>Tier 3 Behavioral intervention- individual visual schedule, individual reinforcement system, development of <a href="#">FBA/BIP</a> by Program Specialist, development of Safety Plan and/or Crisis Plan by Program Specialist.</p> <p>Students require crisis level safety intervention from school staff (restraint/seclusion) at a rate that ranges from one time a week to one time a day. (<a href="#">Safety Care</a>)</p>	<p>Students access mental health support and services daily.</p> <p>Tier 1 Services for Mental Health Includes: Students K-12<sup>th</sup> receive daily individual therapy sessions with a licensed mental health therapist. Therapists use <a href="#">Cognitive Behavioral Therapy</a> and <a href="#">Play Therapy</a> 6-12<sup>th</sup> grade students also receive additional daily <a href="#">Dialectical Behavioral Therapy</a> from a licensed mental health therapist. K-5<sup>th</sup> grade students access <a href="#">Coping Cat</a> mental health curriculum for anxiety. <a href="#">Bounce Back</a> curriculum that addresses trauma is implemented daily for K-5<sup>th</sup> grade students. 6<sup>th</sup>-12<sup>th</sup> grade students participate in a <b>Drug and Alcohol Prevention Instruction</b> on a weekly basis.</p> <p>Students are engaged in mental health services and support for 40% of the school day.</p>