



L.E.A.P. Learning to Excel in Academic Potential

- Speech Language Therapist
- Special Education Reading Teacher
- Occupational Therapist,
- Psychologist,
- Physical Therapist
- Paraprofessional

Program Mission- The Woburn Public Schools are committed to providing an inclusive, targeted and supportive environment for students who require specific and intensive instruction due to significant language-based learning disabilities. Woburn Public Schools offers developmentally appropriate Language-Based Programming from Kindergarten through High School. The overall goal is to continue to develop literacy skills and strategies while providing supported access to grade level curriculum. Gradual re-integration into the general education classroom as deemed appropriate.

Program Staff-

Elementary:

- Three Special Education Teachers
- Spe

Middle School:

- 3 full time Special Education Teachers
- Speech/language therapy targeting receptive/expressive language skills is typically co-taught in the pull out english setting (C grid, co-taught with sped teacher). Other speech/language therapy services (e.g. social group, articulation, fluency, etc.) typically provided in the speech office (C grid).
- Special Education Reading Teacher

High School:

- Special Education Teacher with a focus on reading and literacy
- Paraprofessional Support
- Speech and Language Therapist
- Social Worker

Student Population Served-

Students served in the Woburn Public Schools LEAP program demonstrate average to above average reasoning skills and require a multi sensory approach to reading, writing, listening, speaking and organizational skills. These students demonstrate challenges in:

- Processing language
- Diminished verbal output
- Memory for language
- Organization of language spoken and written output (encoding)
- Decoding, fluency, accuracy and mastery of sight words
- Vocabulary skills
- Pragmatic language

These deficits have a demonstrated impact on reading and written language.

Entrance Criteria-

Completed referral packet indicating the following:

- History of average to superior cognitive abilities
- Primary Specific Learning Disability in areas of reading and writing
- Average receptive language skills
- Student does not present with significant behavior or emotional concerns

Exit Criteria-

Student demonstrates readiness by:

- Accessing grade level text through a combination of reading, technology and compensatory strategies
- Proficient decoding skills
- Producing written output at grade level with or without technology supports
- Utilizing strategies as a learner or self advocacy
- Understanding learning challenges and independently accessing strategies

Program Model-

In all content areas, through a language based team teaching approach, students are provided with consistent instructional methodology which is highly structured and focuses on oral and visual modalities to support language processing and production. In addition to language enriched content areas, students receive specialized instruction geared towards their individual needs. Specialized instruction is provided in the areas of:

- Decoding instruction
- Speech and language instruction
- Pragmatic language groups
- Occupational therapy
- Physical therapy.
- Executive functioning and organization
- Any other content area as defined by the IEP

The overall goal of the language based program is to continue to develop literacy skills while accessing grade level content.

Program Referral Packet-

To be completed by Team Chairperson with Special Education Team