

School Accountability Report Card Reported for School Year 2012-13

Published During 2013-14



SPECTRUM CENTER – San Jose Campus

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I. Data and Access

Spectrum Center Schools SARC reports are available on our web site at: spectrumschools.com

II. About This School

School Description and Mission Statement

About this school:

Spectrum Center Schools have been serving special needs students with since 1975. We are a California Department of Education certified nonpublic school program.

Spectrum Center Schools and Programs-San Jose Campus is a non-residential school that is CDE certified to provide educational services to students ages 5 - 22 with challenging behavior, social & academic needs representing a wide array of disabilities. The school currently has 60 students served in 7 classrooms with a credentialed Special Education teacher and specially trained paraprofessionals. All Students have Individualized Education Plans (IEP's), and Positive Behavior Intervention Plans when needed. Related Services include: Speech Pathology, Adaptive Physical Education, Occupational Therapy and Mental Health Counseling. The curriculum is highly structured with a strong emphasis on Direct Instruction and community based instruction. The program's philosophy utilizes a behavior-analytic data based approach to student services and evaluation. Spectrum Center provides an individualized approach to IEP goal attainment with both a functional and academic curriculum based on goals developed from the seven IEP domain areas.

The school provides a menu of education and related services in the areas of academics, independent living, community integration, recreation/leisure, and vocational training. Communication is addressed across all skill domains. Students also learn social interaction skills across all activities.

Our behavior analytic, data-based approach evaluates curricular, environment, intra-personal and interpersonal variables in designing non-aversive behavior programs to teach pro-social behaviors. Some of our standard evidenced based practices include:

- Applied Behavioral Analysis
- Functional Analysis
- Positive Behavior Intervention Plans
- Positive Behavioral Supports

Curriculum and Instruction
 State Standards Implementation
 Direct Instruction
 Computer Assisted Technology
 Discrete Trial Training
 Ongoing Progress Monitoring
 Curriculum Based Measurements
 Content based Assessments
 Standardized Assessments

Data is collected academic achievement and on each Individualized Educational Plan (IEP) goal weekly. The data is reviewed monthly to assess the student's progress. Lessons plans are revised as needed to assure student learning. A progress report and/or report card is completed for every student and is provided to both the parent and LEA quarterly per the IEP and master contract.

Spectrum Center Schools monitor progress on targeted campus goals quarterly. An Internal Accountability Review is conducted annually.

Mission Statement:

Our mission is to provide personalized, evidence-based educational services for non-traditional learners in collaboration with families and public school districts.

Opportunities for Parental Involvement

Parents are involved in the student enrollment process, parent/teacher conferences, IEP development and approval.

In addition, our school hosts parent/care-provider events twice annually. These events are opportunities for parents to see what their children are learning and how much they are working on building their social skills. Parents/care-providers also have the opportunity to meet other parents/care-providers, which can help with finding out resources for their children and themselves.

Teachers maintain high levels of communication with parents/care-providers through phone calls, emails and daily progress notes in order to touch base regularly and share how each student's week went as well as ask for parent care/provider input.

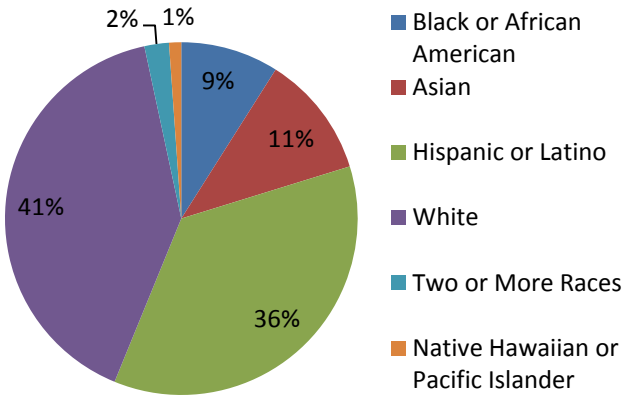
When needed, Spectrum Center has provided trainings to help parents with challenges at home, such as ABA principles, video modeling for those with Autism, and many others, in fact Spectrum Center San Jose has developed a parent training course which can be written into a student's IEP.

Student Enrollment by Grade Level (School Year 2012-13)

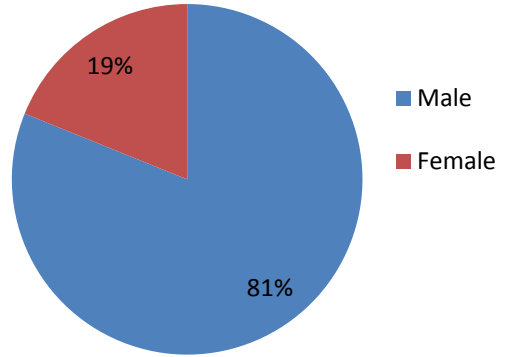
This table displays the number of students enrolled in each grade level (determined by age) at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 9	5
Grade 1	2	Grade 10	8
Grade 2	2	Grade 11	20
Grade 3	2	Grade 12	8
Grade 4	2	Ungraded Elementary	
Grade 5	2	Ungraded HS	
Grade 6	7	Post-Secondary	21
Grade 7	6		
Grade 8	5	Total Enrollment	90

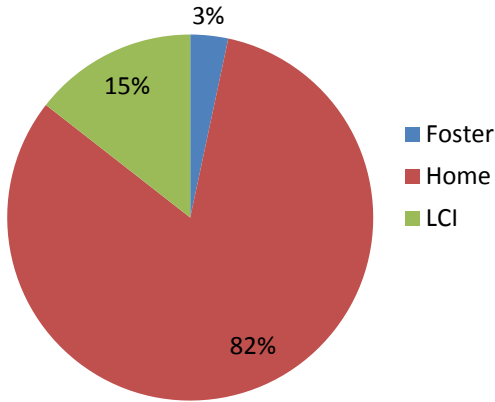
Diversity



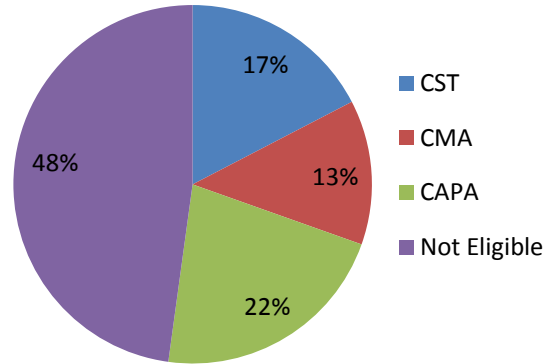
Gender



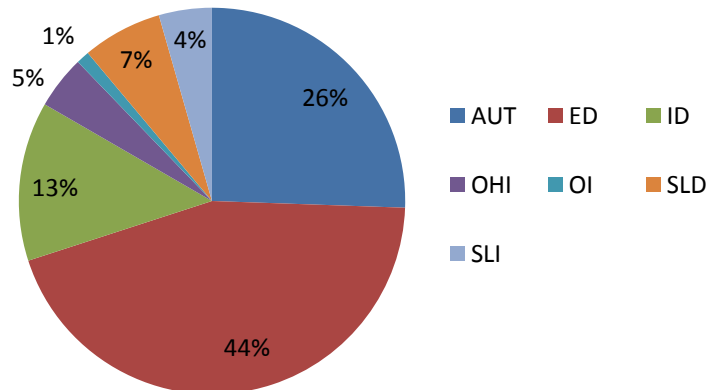
Residence



STAR



Disability Eligibility



Average Class Size

Our model is to provide small classroom sizes, due to this our classrooms can be anywhere from 7 to 12 students in a classroom. Students are in classrooms according to age and function level. In the 2012-13 school year, the San Jose Campus served an average of 65 students in 7 classrooms.

III. School Climate

School Safety Plan (School Year 2012-13)

Spectrum Center has a system of trainings and drills to address the needs for safety should disaster strike the campus during business hours.

1. The Program Director conducts monthly fire drills/earthquake drills with staff and students.
2. Emergency Preparedness Training occurs annually. The training consists of building damage assessment, shelter/first aid needs and parent/caregiver contact.
3. Simulated lock-down exercises are conducted bi-annually.

All staff receive required trainings including, but not limited to: 1st Aide/CPR, Hughes Bill, incident report writing, emergency preparedness, blood borne pathogens, student supervision, safety in the work place, sexual harassment, abuse reporting and universal precautions.

The campus has a safety team which meets monthly. The safety team is responsible for monitoring monthly classroom safety and risk abatement checklist, maintaining adequate first aide and blood borne pathogen supplies and reviewing safety incidents as needed. Morning sweeps of the grounds are conducted to insure the campus is secure and free from dangerous debris.

Emergency preparedness includes monthly fire drills, monthly earthquake drills, monthly OSHA building checks, an annual fire inspection and an annual disaster drill which includes earthquake preparedness, shelter in place, violent intruder protection and an annual exposure control plan.

Suspensions and Expulsions

Rate	School		
	2010-11	2011-12	2012-13
Suspensions	0	0	0
Expulsions	0	0	0

IV. School Facilities

School Facility Conditions and Improvement Plan (School Year 2013-14)

Age of School Buildings:

The Spectrum Center San Jose Campus is located on a surplus district elementary school campus that was built in 1972. The school is set on 8.2 acres. It has 7 classrooms, a multi-purpose room, a related services area, a student learning center, a student kitchen, several offices and meeting rooms. The campus also has a garden that the students take care of, a laundry room, three playground areas, a large grassy field, and a natural outdoor area.

Maintenance and Repair:

The Administrative Coordinator is responsible for all campus repairs and coordinates with the Maintenance Specialist to ensure repairs are completed. We have a Five-Year Plan, which consists of improvements to the floor, resurfacing the playground and the acquisition of additional classroom space to facilitate continued student

population growth. The head of the safety team coordinates with the Clinical Assistant and the Safety Team members to conduct morning safety sweeps to insure the campus is free from dangerous debris.

Cleaning Process and Schedule:

Our campus contracts a cleaning service company in order to ensure that all classrooms, offices, cafeteria, gym and restrooms are cleaned on a daily basis.

Modernizing or New School Construction Projects: NA

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		*			n/a
Interior: Interior Surfaces		*			n/a
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		*			n/a
Electrical: Electrical		*			n/a
Restrooms/Fountains: Restrooms, Sinks/Fountains			*		n/a
Safety: Fire Safety, Hazardous Materials		*			n/a
Structural: Structural Damage, Roofs		*			n/a
External: Playground/School Grounds, Windows/Doors/Gates/Fences		*			n/a
Overall Rating		*			n/a

V. Teachers

Teacher Credentials

Teachers	School		
	2010-11	2011-12	2013-14
Number of campus classrooms	5	7	7
Clear Level 2	1	1	2
Preliminary Level 1	4	4	4
UIP	0	3	2
PIP/STSP	0	0	0
Emergency Substitute (Classroom Aides)	5	5	4

VI. Support Staff

Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School
Senior Behavior Analyst	1
Curriculum & Instructional Specialist	1
Education Coordinator	1
Behavior Specialist	1
Vocational Specialist	1
Behavioral/Instructional Classroom Aides	14
MFT Counselor	1
Speech/Language/Hearing Specialist	1
Occupational Therapist	1
Adapted Physical Education	1

VII. Curriculum and Instructional Materials

Instructional Materials (School Year 2013-14)

Each student at CST and CMA level has a text book which matches the SBE or the local LEA's adapted text books in each academic area at his/her grade level. In addition Spectrum Center provides supplemental materials as appropriate to match the students' learning patterns.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials * Need to import the campus' Materials form	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	*	0%	yes
Mathematics	*	0%	yes
Science	*	0%	yes
History-Social Science	*	0%	yes
Foreign Language	*	0%	yes
Health	*	0%	yes
Visual and Performing Arts	*	0%	yes

SECTION B. GRADES K–8

CORE SUBJECT ABBREVIATIONS

English Language Arts (ELA) Math (MAT) Social Science (SS) Science (SCI)

(NOTE: The "print area" is preset for two pages. Adjust as necessary to add or reduce the number of pages to be printed)

Core Subject Abbrev.	Grade Level	Current Textbooks and Instructional Materials (Use Exact Titles)	Publisher and Year of Publication	State Adopted? (K–8) Yes or No	For CDE USE ONLY
ELA	K	Reading California, Leveled Readers	Houghton Mifflin (2003)	Yes	
ELA	1	Reading California, Leveled Readers	Houghton Mifflin (2003)	Yes	
ELA	2	Reading California, Leveled Readers	Houghton Mifflin (2003)	Yes	
ELA	3	Reading California, Leveled Readers	Houghton Mifflin (2003)	Yes	
ELA	4	Reading California, Leveled Readers	Houghton Mifflin (2003)	Yes	
ELA	5	Reading California, Leveled Readers	Houghton Mifflin (2003)	Yes	
ELA	6	Literature, California Edition	McDougal Littell (2009)	Yes	
ELA	7	Literature, California Edition	McDougal Littell (2009)	Yes	
ELA	8	Literature, California Edition	McDougal Littell (2009)	Yes	
MAT	K	envisionMATH California	Scott Foresman-Addison Wesley (2009)	Yes	
MAT	1	envisionMATH California	Scott Foresman-Addison Wesley (2009)	Yes	
MAT	2	envisionMATH California	Scott Foresman-Addison Wesley (2009)	Yes	
MAT	3	envisionMATH California	Scott Foresman-Addison Wesley (2009)	Yes	
MAT	4	envisionMATH California	Scott Foresman-Addison Wesley (2009)	Yes	
MAT	5	envisionMATH California	Scott Foresman-Addison Wesley (2009)	Yes	
MATH	1	California Math	Houghton Mifflin (2005)	Yes	
MATH	2	California Math	Houghton Mifflin (2005)	Yes	
MATH	3	California Math	Houghton Mifflin (2005)	Yes	
MATH	4	California Math	Houghton Mifflin (2005)	Yes	
MATH	5	California Math	Houghton Mifflin (2005)	Yes	
MAT	3	Math 54	Hake/Saxon (2001)	Yes	
MAT	4	Math 65	Hake/Saxon (2001)	Yes	

MAT	5	Math 76	Hake/Saxon (2002)	Yes	
MAT	6-8	Mathematics Course 1: Numbers to Algebra, California Edition	Holt, Rinehart & Winston (2008)	Yes	
MAT	6-8	California Pre Algebra	Pearson Prentice Hall (2009)	Yes	
MAT	6-8	California Course 1: Numbers to Algebra (Algebra Readiness)	Pearson Prentice Hall (2009)	Yes	
MAT	6-8	California Algebra 1	Pearson Prentice Hall (2009)	Yes	
SCI	K-1	California Science	MacMillan/McGrawHill (2008)	Yes	
SCI	2	California Science	Pearson/Scott Foresman (2008)	Yes	
SCI	3	California Science	Pearson/Scott Foresman (2008)	Yes	
SCI	4	California Science	Pearson/Scott Foresman (2008)	Yes	
SCI	5	California Science	Pearson/Scott Foresman (2008)	Yes	
SCI	6-7	California Earth Science	Holt, Rinehart & Winston (2007)	Yes	
SCI	6-7	California Life Science	Holt, Rinehart & Winston (2007)	Yes	
SCI	8	Science: Focus on Physical Science, California Edition	McDougal Littell (2007)	Yes	
SS	K-1	Reflections	Harcourt Brace (2007)	Yes	
SS	2	Reflections	Harcourt Brace (2007)	Yes	
SS	3	Reflections	Harcourt Brace (2007)	Yes	
SS	4	Reflections	Harcourt Brace (2007)	Yes	
SS	5	Reflections	Harcourt Brace (2007)	Yes	
SS	6	Ancient Civilizations, California Edition	Prentice Hall (2006)	Yes	
SS	7	Medieval & Early Modern Times, California Edition	Prentice Hall (2006)	Yes	
SS	8	United States History: Independence to 1914, California Edition	Holt, Rinehart & Winston (2006)	Yes	
Health	3-5	Lifeskills Training: Promoting Health and Personal Development	Princeton Health Press, Gilbert J. Botvin (1979-2010)	Yes	
Health	6-8	Project Alert	Project ALERT/BEST Foundation for a Drug-Free Tomorrow (1995/2001)	Yes	
Health	6-8	Lifeskills Training: Promoting Health and Personal Development	Princeton Health Press, Gilbert J. Botvin (1979-2010)	Yes	

SECTION B. GRADES 9–12

CORE SUBJECT ABBREVIATIONS

English Language Arts (ELA) Math (MAT) Social Science (SS) Science (SCI)

(NOTE: The "print area" is preset for two pages. Adjust as necessary to add or reduce the number of pages to be printed)

Core Subject Abbrev	Grade Level.	Current Textbooks and Instructional Materials (Use Exact Titles)	Publisher and Year of Publication	Name District(s) of Alignment	For CDE USE ONLY
ELA	9	Holt Literature & Language Arts, 3 rd Course	Holt Rinehart & Winston (2009)	Santa Clara Unified School District	
ELA	10	Holt Literature & Language Arts, 4th Course	Holt Rinehart & Winston (2009)	Santa Clara Unified School District	
ELA	11	Holt Literature & Language Arts, 5th Course	Holt, Rinehart & Winston (2009)	Santa Clara Unified School District	
ELA	12	Holt Literature & Language Arts, 6th Course	Holt, Rinehart & Winston (2009)	Santa Clara Unified School District	
MAT	9-12	Mathematics California – Algebra 1	Pearson Prentice Hall (2009)	San Jose Unified School District	
MAT	9-12	Algebra	AGS Publishing (2004)	San Jose Unified School District	
MAT	9-12	Geometry	AGS Publishing (2005)	San Jose Unified School District	
SCI	9-12	Concepts & Challenges: Earth Science	AGS Globe Publishing (2009)	Santa Clara Unified School District	
SCI	9-12	Earth Science CA Edition	Holt, Rinehart, & Winston (2007)	Santa Clara Unified School District	
SCI	9-12	Biology: Cycles of Life	AGS Globe Publishing (2006)	Santa Clara Unified School District	
SCI	9-12	Biology CA Edition	Pearson Prentice Hall (2007)	Santa Clara Unified School District	
SS	9-12	World History	Pearson AGS/Globe (2008)	Santa Clara Unified School District	
SS	9-12	United States History	AGS Publishing (2005)	Santa Clara Unified School District	
SS	12	United States Government	AGS Publishing (2005)	Santa Clara Unified School District	
SS	12	Economics	AGS Publishing (2005)	Santa Clara Unified School District	
HEALTH	9-12	Life Skills Health	AGS Publishing (1999)	Santa Clara Unified School District	

VIII. School Finances

Expenditures per Pupil (Fiscal Year 2012-13)

Total Dollars	Dollars per student	Average Teacher Salary
\$2,729,295	\$45,488	\$52,429

Types of Services Provided

Spectrum Center Schools work cooperatively with local school districts to develop a customized curriculum for each student based on the student's Individual Education Program (IEP), abilities, interests and goals. Spectrum Center Schools meet state education standards and are based on the principals of Applied Behavior Analysis (ABA). ABA is a discipline devoted to the understanding and improvement of human behavior. Spectrum's ABA curriculum includes specific strategies for preventing behaviors of concern, teaching alternative appropriate behavior, teaching self-control strategies, improving learning skills and responding to behaviors of concern in a safe and respectful manner.

Spectrum Center Schools serve students with emotional disturbance or developmental disabilities who benefit from a consistent and structured program, with an emphasis on a successful transition to a less restrictive environment. The students receive individualized instruction in academic, social and behavioral skills, including independent living and vocational skills in a low student to instructor ratio.

Spectrum Center Schools also serve students with autism, who receive a continuum of specialized education services in dedicated classrooms. Applied Behavior Analysis is the foundation of Spectrum's approach to teaching children with autism in an environment that is predictable, consistent, structured and positive. Spectrum's curriculum for students with autism in highly structured involves repeated presentation of instruction and focuses on communication, behavior, social and academic skills in a low student to instructor ratio.

Related services provided at by Spectrum Center per the student Individual Education Program includes counseling, Speech and Language Therapy, Occupational Therapy, Adapted Physical Education, Augmentative Communication, and Assistive Technology. As indicated in each student's IEP, supplemental services may include: transportation, one to one aide, speech, occupational therapy, adaptive physical education and various assessments (Woodcock-Johnson, etc.) as deemed necessary. All Non-Public Schools in Santa Clara County submit a yearly rate sheet to the local SELPA for approval.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	Spectrum Schools Amount	State Average (ADA <1,500)
Beginning Teacher Salary	\$38,140	\$40,329
Mid-Range Teacher Salary	\$52,149	\$59,804
Highest Teacher Salary	\$66,998	\$79,279
Average Director Salary	\$78,680	\$91,712

IX. Student Performance

Standardized Testing and Reporting

Scores are not shown when the number of students with data is ten or less because it is too small for statistical accuracy and to protect student privacy. Districts and Parents receive test results. The Campus does not always receive them from the LRE. Not enough test results were received to provide an accurate report.

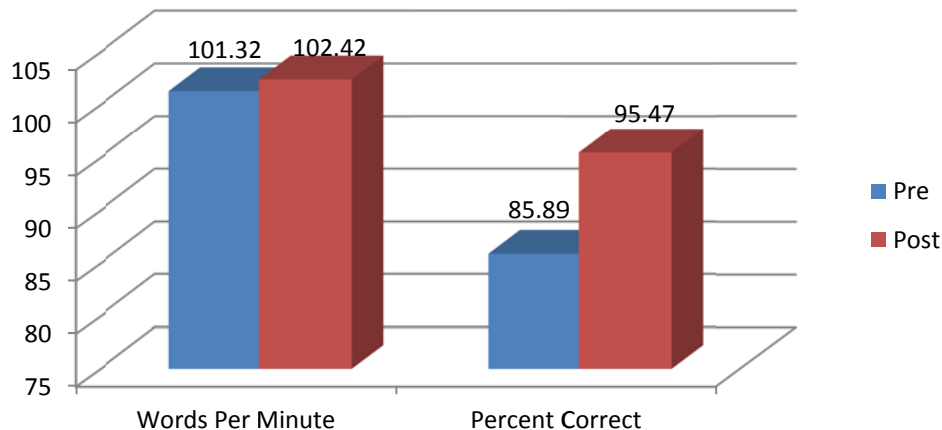
San Jose Academic Results

The San Jose academic results only include analysis of the Curriculum Based Measures (including the easy CBM math). No students had Woodcock Johnson III scores from both the 2011-2012 and 2012-2013 school years so growth could not be examined for this assessment. Basic Reading Inventory scores were only included for 2011, so no new data were available to examine. Pearson scores were only included for September, so growth over the school year could not be assessed.

Curriculum Based Measures (CBM): Reading Fluency

Reading fluency scores were available for 19 students. All students had scores for both words read per minute and percent correct. Beginning of the year scores were from September or October while end of the year scores were from February to April. On average these students showed a slight increase in their words read per minute while increasing their accuracy by about ten percent. Average scores can be seen in the table and graph below.

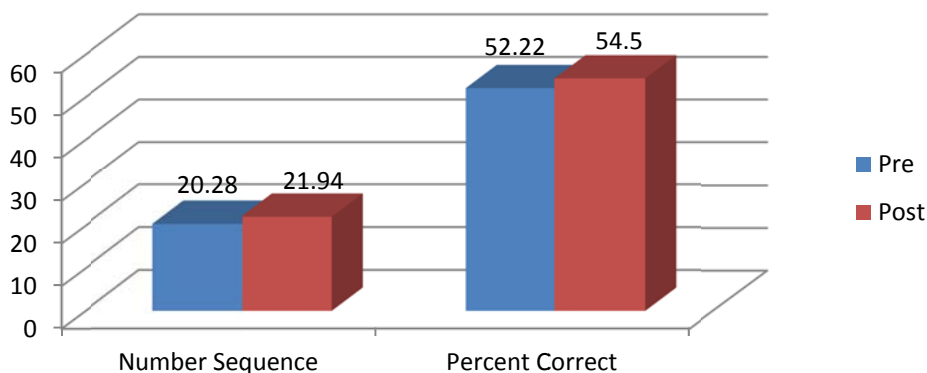
	Words Per Minute	Percent Correct
Beginning of the Year	101.32	85.89%
End of the Year	102.42	95.47%



Curriculum Based Measures (CBM): Writing Fluency

Writing fluency scores were available for 18 students. All students had scores for both number sequence and percent correct. Beginning of the year scores were from September or October while end of the year scores were from February to April. On average these students showed a slight increase in their number sequence and accuracy. Average scores are in the table and graph below.

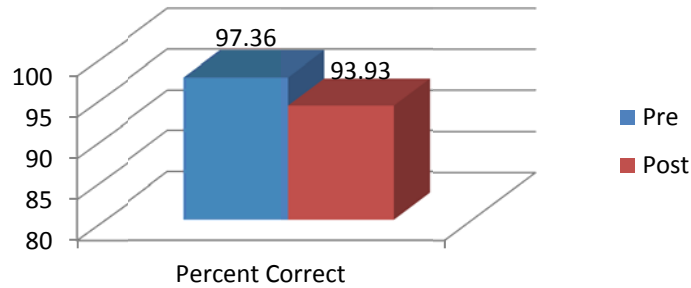
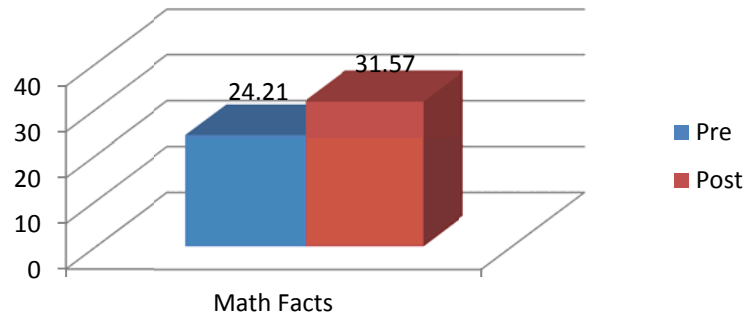
	Number Sequence	Percent Correct
Beginning of the Year	20.28	52.22%
End of the Year	21.94	54.50%



Curriculum Based Measures (CBM): Math Fluency

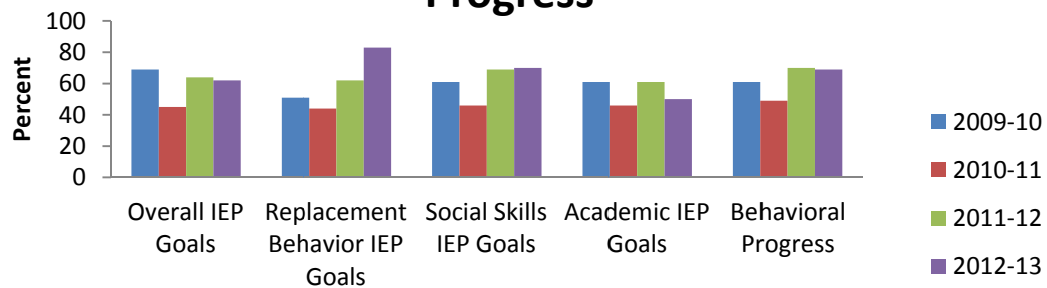
Math fluency scores were available for 14 students. All students had scores for both number of math facts and percent correct. Beginning of the year scores were from September or October while end of the year scores were from February to April. On average these students showed an increase in their number of math facts while decreasing accuracy. Average scores are in the table and graphs below.

	Math Facts	Percent Correct
Beginning of the Year	24.21	97.36%
End of the Year	31.57	93.93%



Other Student Outcome Data

San Jose Campus - IEP and Behavior Progress



The IEP goal data indicate the percent of goals in which the students reached the third benchmark or better at the time of his/her annual. The behavioral progress data indicate the percentage of challenging behaviors targeted in a formal behavior intervention plan that had a 10% decrease or better at the time of the annual IEP.

X. Accountability

California Department of Education Certification (CDE)

The Spectrum Center Schools are all certified by the California Department of Education.

Schools Commission of the Western Association of Schools and Colleges Accreditation (WASC)

The Spectrum Center Schools are all fully accredited by the Schools Commission of the Western Association of Schools and Colleges.

Academic Performance Index (API)

The API is not applicable to Non Public Schools

XI. Postsecondary Preparation

WorkAbility I

Spectrum Center is a state-approved WorkAbility I Program (WAI) site. WorkAbility I is a California transition program and is funded and administered by the Special Education Division of the California Department of Education. The WorkAbility I Program provides resources for transition services with a primary focus on comprehensive pre-employment, work site training, and employment, along with follow-up services for youth in special education.

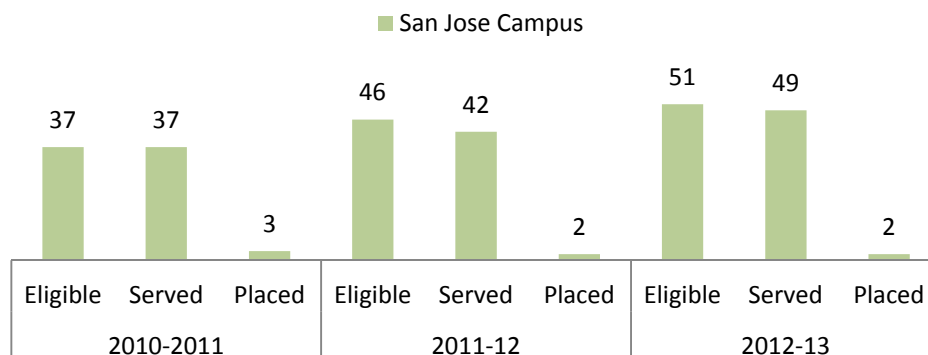
Spectrum's WAI program goal is to provide students with the skills necessary to maximize the level of independence and productivity in their lives, assisting them into a quality adult life.

The State WAI model requires service delivery, data collection, documentation, and reporting in line with WAI's Array of Services. The WAI Array includes, but is not limited to, career awareness and exploration, career counseling, vocational assessments, pre-employment activities that promote employment readiness, job search skills, and job retention, work training, and follow-up services. Spectrum's WAI Program strives to include as many elements of these services as "best practices", based on individual student's skills, abilities, and interests.

Spectrum's WAI program offers pre-vocational / vocational training, and pre-employment and career planning services for students 14-22 aligned as much as possible with each student's Individual Education Plans (IEP). As mandated in the IDEA 2004, and by the age of 16, transition planning, post-secondary goals, and individualized transition services will be addressed simultaneously with the development of the student's annual IEP goals. The Individual Transition Plan (ITP) is based on age-appropriate transition assessments. Measurable post-secondary goals are developed based on students' individual long-term objectives, interests, and preferences, and may include paid work training and other employment-related services. The development and practice of independent living skills are also a part of the long-term goals.

Pre-vocational and vocational training prepares students for future WAI subsidized or direct hire work training and employment opportunities, and includes, but is not limited to, pre-vocational/vocational tasks, mobility training, self-care, training in tolerance with time on task, work maturity standards and values, and the development of effective communication skills. The program features a strong community-based component. Research has shown that it is most productive for our students to learn skills in the natural environment where they will be later expected to demonstrate the skills. In this way, generalization is enhanced and independence maximized.

Workability I Program



Completion of High School Graduation Requirements

Data is not shown when the number of students with data is ten or less to protect student privacy.

XII. Instructional Planning and Scheduling

Spectrum Center Schools provide continual training as well as dedicated staff training days. Spectrum – San Jose had 2 teachers training days and 3 all staff training days prior to the first student day in the fall. We have 2 additional training days – one in the spring and one in the fall.

Spectrum Center Schools and Programs offers teaching staff an opportunity to join a cohort-style credentialing program (Level 1 and/ 2 credentials) or obtain their Master's Degree in Special Education through California State University Sacramento. Teachers receive a yearly stipend to assist with educational costs. Teachers also have the opportunity to receive Spectrum Center scholarships. All staff are required to complete Behavioral and Educational Skills Training "BEST" training manual. BEST encompasses Spectrum Center's mission statement, philosophies of teaching, strategies for supervision, ABA principals, data taking and safety in the classroom.

All Spectrum Center Schools and Programs staff are required to attend a 3 day PRO-ACT Crisis Intervention training. PRO-ACT teaches positive behavioral management. PRO-ACT trainings are offered monthly throughout the school year. When appropriate, trainings are provided on how to implement PECS, TEACCH, token economy systems, and social skills strategies. During Professional Development Days staff receive required trainings such as: CPR, First Aid, Hughes Bill, Incident Report Writing, Emergency Preparedness, Blood borne Pathogens, Student Supervision, FMLA-HIPPA, Safety in the Workplace, and Universal Precautions.

Teacher Training

Sample Teacher Trainings:

Improving Student outcomes through Data-based Decisions -

- Teaching Plans

- Data Systems

- Graphing & Data Analysis

- Ensuring Proper Implementation of Teaching Plans by Classroom Staff

Direct Instruction –

- Corrective Reading Decoding & Comprehension

- Spelling Through Morphographs

- Expressive Writing I & II

Staff Training

All Staff are trained in:

Professional Assault Crisis Training (Pro-ACT)

Behavior and Education Staff Training (BEST) – Computer-based instruction and competency-based evaluation in the areas of:

- Dignity and Respect

- Communication

- Teaching Strategies

- Data Collection

- Reducing Challenging Behaviors

- Safety