Guiding Light Academy

An Illinois State Board of Education Approved Facility
Offering services to students with Autism, Other Health Impairment, Intellectual Disability, Specific Learning Disabilities, Speech/Language Impairment, Social/Emotional Disorder, and Developmental Delay.

School Location:
Guiding Light Academy
538 E. Boughton Road
Bolingbrook, IL 60440
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Website: guidinglightautismacademy.org
Mission Statement

To provide an academic environment for students with special needs that supports their individual strengths and learning styles, while utilizing empirically based methodology in order to create life-long learners through active participation between the student's home, school, and community.

Vision

- Provide academic, functional and social skills to students in order to enable them to function in the least restrictive environment.
- Reduce or eliminate the maladaptive behaviors, which prohibit students from progressing to a least restrictive environment.
- Provide educational services in conjunction with therapeutic services to increase the student's successful participation in school, home and community activities.
- Teach individualized academic and therapeutic skills to maximize a student’s ability to effectively function both socially and scholastically.

Educational Program

Each student's program is individualized and driven by the goals developed in their Individualized Education Plan (IEP). The day is divided into multiple academic and therapeutic sessions based on each student's IEP. Academic sessions are provided in three formats: student to teacher, student to aide, and group settings. Movement or sensory breaks are incorporated into each academic session to help students maintain focus and achieve academic success. Life and self help skills are another primary component of GLA’s educational model. Students work with teachers, aides, and therapists in order to develop the daily living, vocational skills, career planning or college placement that are crucial to adulthood and leading productive and active lives.

Therapeutic services may include the following:

**Related Services**

- **Behavioral Therapy:** Applied behavioral analysis in an academic setting is used to promote positive behavior intervention strategies.
- **Occupational Therapy:** Helping students develop the necessary gross and fine motor skills to participate as independently as possible in activities in all environments.
- **Individual/Milieu Therapy:** Students will receive professional services from counselors trained in providing mental health and dual diagnosis treatment to help them identify their strengths in order to help them move forward with their life goals.
- **Speech/Language Therapy:** Helping students develop functional and appropriate receptive, expressive and pragmatic language skills.
- **Counseling/Therapy:** Students will receive professional services from counselors trained in providing mental health and dual diagnosis treatment to help them identify their strengths in order to help them move forward with their life goals.
- **One on One Student Aides:** Students who qualify will receive a one on one aide for the following; behavior management, instructional support, activities of daily living (i.e. toileting, dressing, hygiene, etc.), social skill training, task redirection, etc.
Specials
• **Adaptive Physical Education:** Program may include movement and fitness activities in addition to special recreational activities.
• **Art:** Students are exposed to a variety of tools, mediums, and art techniques to promote creativity, self-expression, fine motor skills, and exploration.
• **Computers:** Utilizing technology for educational programming and or recreational skills.
• **Music:** Concepts that include harmony, rhythm, and melody, are explored. Students learn about different types of music, instruments and artists.

The Staff of Guiding Light Academy

Our staff consists of certified professionals who have a deep-rooted passion for students with special needs, their families and the Academy’s vision and mission. The education and support of our staff includes initial training, as well as specialized training during staff development days and ongoing weekly training. Areas of training include the ABA methodology, educational best practices, sensory, motor, and auditory processing, language and communication, augmentative communication, supporting family and staff dynamics, and ISBE policy and procedures. We offer the opportunity to work in an environment where each employee receives extensive and continuous training and support, so that each student is given the best opportunity and encouragement to develop and achieve their personal best.

**Guiding Light Academy Team**
- Program Coordinator
- Operations Director
- Special Education Teacher(s)
- Administrative Assistant
- Teacher Assistant(s) / Paraprofessional(s)
- Speech Language Pathologist(s)
- Occupational Therapist(s) (OTR/L and COTA/L)
- Assistive Technology Specialist(s)
- Specials Instructor(s) (Art / Music / Computer / Physical Education)
- Behavior Analysts (BCBA or BCaBA and BCBA)
- Life Skills/ Transition Coach
- Therapist (LPC, LCPC)
- Consultants

**Staffing**

Our staff consist of certified professionals who have a deep rooted passion for all students their families and the academies vision and mission. Staffing is based on individual student needs and levels of functioning. At GLA, we understand that the needs of students can vary from day to day, which is why we use flex staffing. We also understand the need for students to build independence throughout their lives. We allow the students to work as independently as possible while still giving them the supports they need to be successful in an assortment of environments. Staff members employ a variety of methods to help students make academic progress and develop and improve their coping and social skills. By utilizing a combination of respect, empathy and kindness balanced with firmness (i.e. maintaining high expectations and ensuring that students adhere to rules, boundaries and limitations), Staff members are able to establish and maintain supportive, nurturing relationships with our students. In turn, these relationships can help the students be more open to learning the life skills required for long-term success.
GLA maintains an extensive and ongoing training protocol for all staff members. Annual training occurs for all staff and includes in-services on current information related to working with students with ASD, developmental disabilities, intellectual disabilities, other health impairments, behavior management techniques, Safety Care and CPR/First Aid. Weekly classroom meetings are held to discuss specific student progress, concerns, and additional training about a range of relevant topics (curriculum, therapeutic interventions, social emotional development). New staff members receive hands on interactive training in addition to opportunities to overlap with more experienced staff members. All staff is formally evaluated annually by Program Supervisors.

Program Description

Guiding Light Academy is a non-public, ISBE approved therapeutic day program that provides intensive academic and therapeutic services to students 5 to 21 years of age that are in need of services which include Autism Spectrum Disorder, Intellectual Disability, OHI, Learning Disability, Speech Impairment, Social/Emotional Disorder (ages 5-11) and other developmental disabilities.

Guiding Light Academy has one certified teacher and at least one classroom program assistant per every ten students. 1:1 assistance is provided based on the individual needs of the student. An innovative and integrated curriculum and high staff-to-student ratio supports students so they can achieve success. Based on each students IEP (Individualized Education Program), an individual instructional plan is designed to maximize each student’s learning style.

Guiding Light Academy utilizes interventions and methodologies such as TEACCH, Natural Environment Teaching, Direct Instruction and Group Instruction. In addition, Applied Behavioral Analysis is used in order to teach academics (English / Language Arts, Math, Science, and Social Studies), functional skills and social skills. Curriculum is tailored around each student’s Individualized Education Plan (IEP) in order to meet their specific needs and learning style. GLA offers a comprehensive array of services and opportunities, including but not limited to:

- Small group and individualized academic instruction
- Credit recovery
- Individual, group and family therapy
- Substance Education
- Social/emotional skill building
- Comprehensive behavioral management program
- Post-graduation preparation/Transition
- Temporary Alternative Placement Program (TAPP)

Communication and collaboration is an integral part of our program and helps to facilitate coordination with other professionals who are working with the student and family. Our teachers recognize and appreciate the individual needs of each student, and encourage them to develop their interests and talents. Through small group interaction and individual attention, each student’s day is filled with learning opportunities that are interactive and stimulating. Student’s self-esteem flourishes and creativity blossoms when they feel that their intellectual and emotional experiences are valuable.

Family involvement is a central component of the program. Parents are respected as active partners in their student’s education through observation, training, classroom visits and coaching to support parent/student interaction. GLA maintains an open door policy for parents in order to support generalization of skills and behavior management techniques between home and school. Through this process parents are supported in understanding their student’s strengths and challenges to bridge the home and school environment.
Guiding Light Academy’s behavior policies and procedures promotes a proactive approach and a continuum of interventions which emphasize the student’s capacity to self-regulate and calm themselves. An Individualized Behavior Intervention Plan and general strategies are developed for each student based on their individual needs. GLA does not use any behavior intervention strategies that would jeopardize the safety and/or security of students and staff. We place a strong emphasis on working through behaviors or situations which may be difficult, in order to teach our students how to learn to self-regulate and to avoid aberrant behaviors.

**Academic Curriculum**

Our curriculum is enhanced by our special facilities and diverse teaching methods to ensure continuity in all subject areas. A combination of IEP goals, utilization of the Common Core and Illinois State Standards, as well as additional academic, social skills and life skills curriculum. These tools are used to develop lessons each year. Teachers make modifications and adaptations to lessons, and their teaching accommodations meet each student’s needs. The use of manipulatives and hands-on experiences are integrated into lessons whenever possible to make learning more exciting and interactive.

**Reading and Language Arts**

GLA utilizes a range of curriculum materials to support learning in literacy dependent on their developmental level. All of the components of the literacy curriculum focus on meaningful learning of foundational skills in integrated ways. All activities are experience based and multi-sensory learning is facilitated. Comprehension of all literacy text is a central component to each literacy activity. The Literacy program is for students ranging from pre-kindergarten through high school transition. The curriculum is correlated to the Common Core: English and Language Arts Standards. Curriculum includes (but not limited to): Reading A to Z, Lexia Reading, Writing A-Z, Complete Curriculum K-6th, Creative Writing, English 9 and 10, English 11 and 12, and Speech.

**Mathematics**

The math program is a research-based approach that utilizes best practices, differentiated instruction, and technology tools that are directly correlated to Common Core Mathematics Standards for kindergarten through high school transition. It offers a strong emphasis on skill building, problem solving, and concepts mastery for all levels. The math curriculum uses conceptually based instruction to teach math principles. Math instruction is a hands-on, activity centered, multisensory approach that supports symbolic learning. Students are encouraged to experience math concepts kinesthetically, auditory and visually. The math curriculum includes (but not limited to): Touch Math, Touch Money, common core math curriculum, applied math, Algebra, Geometry, and Advance Algebra.

**Science**

The science curriculum is a comprehensive hands-on, inquiry-based program that aligns with the Illinois Learning Standards, which includes knowledge and applications of concepts, principles, and processes of scientific inquiry; below are science concepts we will include on our program:
- Technological design
- Life
- Physical
- Earth/space sciences
- How living things function
- Adapt/change
- How living things interact with each other and with their environment
- Properties and interactions of matter and energy
- Force and motion; Earth and the resources
- Composition and structure of the universe and its relationship to Earth
- The relationship between science, technology, and society over time

Social Studies
The social studies curriculum is utilized to facilitate student understanding of community and political systems, economic systems, events, trends, individuals and movements shaping history at the state, national and international level. This also includes world geography and its impact on society, and social systems. The emphasis on development of civic competence through motivating issues and development of critical thinking skills is paramount in the curriculum. Social Studies classes offered include (but not limited to): World History, United States History, Government and Economics.

Fine Arts and Music
A wide variety of materials are utilized within the art program to promote self-expression, hand-eye coordination, manipulation, building and imagination. Experiences will offer exposure to a variety of artistic tools and technologies in the art realm. Historical and cultural aspects of art will be incorporated into the learning experience. Using art and dance, this program transforms the classroom environment into a positive and reinforcing sensory experience. Our students are exposed to different rhythms, textures, and tools to help them expand their vision. As a part of the creative process, our students have the opportunity to express themselves without feeling self-conscious.

Technology
Students are taught functional skills that are developmentally appropriate which may include various skills such as keyboarding, word processing, use of the internet for learning and research purposes and internet safety. Programming is created with the goal of reaching all students with varying capacities and making learning accessible and meaningful. All curriculum materials support experiential learning and multi-modalities when teaching. This allows students to interact with curriculum materials in ways that support many modalities of learning. It is our goal is to reach every type of learner through the use of technology. We also use online curriculum and courses through VIZZLE and Edgenuity.

School-Wide Social Skills
At Guiding Light Academy, we acknowledge that a vital component to a student’s daily routine is socialization with his or her peers and adults at school, home, and in the community. Students with various diagnoses, including, but not limited to, Developmental Disorders often demonstrate poor social skills. Many of our students need to learn the fundamental skills necessary to appropriately interact with others. GLA staff facilitates the development of social skills through daily and weekly activities. Our teachers and classroom staff encourage students to interact with peers through class-wide activities. In order to prepare our students for the community, each class participates in field trips to local events and community outings that allow them to practice social interactions outside of school.

School-Wide Therapeutic Services
At GLA, we acknowledge that a vital component to a student’s daily routine is the socialization with his or her peers and adults at school, home, and in the community. Many of our students need to learn the fundamental skills necessary to appropriately interact with others and how to deal with stressors in their lives. Milieu based behavioral interventions address these student deficits. Guiding Light implements a social and emotional curriculum that integrates with current Response to Intervention (RTI) and Positive Behavior Intervention and Support (PBIS) behavioral programs. Staff utilizes Dialectical Behavior Therapy (DBT) Based Mindfulness. Additional behavioral interventions include processing in the behavior stabilization room (BSR) and implementation of individualized behavior contracts. GLA staff facilitates the development of mindfulness through group and individual therapy. Student participants will be exposed to topics in group therapy such as: Anger Management, Substance Abuse, Interpersonal Effectiveness, Art Therapy, Conflict Resolution, Weekend Planning and Impulse Management. Students role play, discuss and attend guest speaker presentations relevant to group
topics.

**Physical Education**
Our Physical Education classes are specially designed to work on movement and fitness activities and facilitate social skills through group games and activities that allow students to have fun while learning how to appropriately interact with their peers.

**Additional Educational Resources**
The developmental and academic needs of our students will be highly varied and will subsequently require varied resources and tools to support a comprehensive approach to fostering our students’ growth within our curriculum model. A wide variety of classes are offered in the area of electives. Students are given the opportunity to explore an assortment of classes to investigate possible career opportunities a tools students can learn to become marketable employees. Students are exposed to opportunities to experience and learn skills that may not experience otherwise. Classes offered in this area included (but not limited to): Spanish, Home Economics, Fine Arts, and Computer Applications: Microsoft Office, Career Exploration and Psychology. **Outcomes:** Graduation since the start of the program in 2011, we have had a 85% graduation rate for students that have come to our program for more than one semester, that complete all graduation requires per their home district.

**Elementary Education (K-8)**
The Elementary Education Program at GLA provides individualized programming for students in grades K-8. This program provides academic and therapeutic programming that draws from a variety of treatment approaches. Each student receives specially designed instruction and support services in areas of specific need as indicated in his or her Individual Education Program (IEP). Services may include instruction in reading, mathematics and written language, support with emotional and social development and development of organization and study skills utilizing small group and individualized instruction. Students also receive individual and/or group pull-out and/or push-in therapy sessions for Speech Therapy, Occupational Therapy and Social/Emotion Therapy. Systems of motivation and reinforcement are used across all educational and therapeutic areas. Sensory diets are implemented and followed as needed. Close communication and consultation with parents is encouraged and supported.

**Secondary Education (9-12)**
The Secondary Education Program at GLA provides programming for students in the grade levels of High School, and Transition. This program provides individualized programming focusing on functionality and independence through the integration of functional academics, life skills, vocational skill development, community readiness, and leisure/recreational development. Programming may include direct and/or consultative therapeutic services such as Social/Emotional Therapy, Speech and Occupational Therapy. Classroom structure is based upon academic and or functioning level of the students in addition to students’ individual learning accommodations and support structure. Instruction may include group and individual instruction as well as community outings in order to increase our students’ ability to be safe, active participants in the world around them. Outings may include but are not limited to activities that focus on vocational skills, volunteer opportunities, community resources, recreational and leisure.
Transition (18-21 years of age)

The transition program at GLA individualizes programming to meet the specific needs of each student based on their transition plan (starting at 14 1/2 years). The goal of the program is independent functioning towards successful adult programming that can be used later in life. The Transition Program serves our adult students as they approach transition time in their academic career. The educational team and parents discuss planning for the student’s transition into adulthood and determine realistic post-secondary goals. Curriculum is adapted to each student’s interests, developmental levels, academic and therapeutic goals while also supporting functional life skills and vocational job skills.

Students may participate in the following subjects based on their IEP:

1. **Pre-Vocational / Vocational Teaching**: Students will learn independent work skills and explore possible interests and skills to help them choose a career path later in life.

2. **Physical Education**: Students will focus on sensory, gross motor, fine motor, structured game activities, and overall health and exercise.

3. **Leisure/Recreational Teaching**: Student will be exposed various activities in order to help students explore and participate in new activities that may serve as lifelong hobbies.

4. **Language Arts**: The focus of this class surrounds continued language development. Students will focus on receptive and expressive language, grammar, sentence structure, as well as functional reading, writing and communication activities.

5. **Science**: The focus of this class will be on functional science concepts that students can apply to their everyday life.

6. **Social Studies/Social Skills**: The focus of this class is to help students learn about themselves and the world around them. A strong emphasis will be placed on peer relationship development and appropriate social skills.

7. **Reading**: The focus of this class will be on functional reading skills which may include phonics, decoding, and comprehension skills.

8. **Math**: This class will have a strong focus on functional math skills that students can apply to everyday life.

9. **Music & Movement**: Students will learn the art of music appreciation, participation, dance, musical instruments and singing skills. Themes and lessons will focus on age appropriate student interests.

10. **Arts & Crafts**: Students will learn concepts of art, and arts and crafts that could later be used as a leisure skill and/or hobbies as adults.

11. **Independent Living**: Students are taught everyday skills needed to be an independent and functional member of society (i.e. balancing checkbook, managing money, filling out applications and forms, making a bed, doing laundry, cooking, etc.)

12. **Community Based Instruction**: Students explore the opportunity to generalize the skills they have learned into the community. Including, reading, math, language, social skills, behavior, and independent living skills.

13. **Related Services (SLP and OT consultative services)**

Students in the transition program may work on goals that build their independence and job readiness skills through participating in student jobs such as cleaning, stocking, collecting attendance, recycling, and cafe cart. The transition students also may participate in weekly community outings such as walks, general shopping and restaurant dining. In addition they may work on cooking and meal preparation, personal hygiene, health and safety skills. **Outcomes**: Transition we have had 85% of students either reintegrate to their home district with success, enter a job placement
program within the community, and/or enter a community college program.

Inclusion

This is a program that supports GLA students in accessing appropriate educational or social opportunities within their home school district. Once a student has made gains in skill areas that affected their ability to successfully participate within district programming, our staff can partner with families and the home school district to look at opportunities for GLA students to participate in a less restrictive environment with GLA support.

One on One Support

GLA’s goal for all students is to promote and maximize independence. When the home school district and/or GLA staff determines that a student needs a one-to-one aide, it should always be considered a time-limited recommendation and specific conditions/goals must be established to fade the use of the one-to-one aide.

Considerations for determining if a student needs a one-to-one aide

Each decision to recommend a one-to-one aide must weigh the factors of (1) the student’s individual needs, (2) the available supports in the setting where the students IEP is implemented, and (3) District and parent considerations for the student’s needs. These include but not limited to the following considerations:

- The student’s individual needs that require additional adult assistance.
- The skills and goals the student is planned to achieve that will reduce or eliminate the need for one-to-one aide.
- The specific role that the aide will provide for the student.
- Other supports, accommodations and/or services that could support the student to meet these needs (i.e. behavioral intervention plan, environmental accommodations or modifications, changes in scheduling, instructional materials, assistive technology devices, peer-to-peer supports.)
- The potential benefits from assignment of the one-to-one aide and how these will be measured to determine continuation of the accommodation.
- The potential negative impact of assignment of a one-to-one aide for the student (i.e. self-image, isolation and/or development of independence)

Role and responsibility of the one-to-one aide

When the decision is made that a student requires a one-to-one aide, this will be added on to the students IEP for required services.

GLA staff will:

- Consider the qualifications of the individual that would be necessary to meet the needs of the student
- Establish a plan to monitor the student’s progress toward the goals to be addressed by the assignment of the one-to-one aide and the student’s continuing need for the one-to-one aide.
- Consider, a plan for progressively reducing the support provided to the student and her/his dependence on an aide over time.
- Plan for substitutes to serve as the student’s one-to-one aide to cover staff absences in order to ensure the student receives the recommended IEP services of the one-to-one aide.
- Ensure that the one-to-one aide is informed of responsibilities for IEP implementation for the student and has received the professional development and supervision to carry out all responsibilities for the student.
Guiding Light will make recommendations and take in consideration for parents and serving district on all student one-on-one needs.

**Plan to fade one on one support**
GLA will set student goals toward independence and self-reliance. GLA will train all classroom staff on consistent implementation of student’s IEP and data collection. Next we will prioritize data collection and review student progress weekly. In the classroom, we will involve and train peers to provide natural supports to the student. Lastly, we will start to fade the one on one assistance according to the data collected to increase independence for the student, while keeping the parent involved in the progress and ways they, can mimic the progress of independence at home.

Guiding Light Academy Program 2015-2016
Assessment Tools

Assessment tools are used for ongoing progress-monitoring and instructional planning surrounding student strengths, areas of targeted growth, and current functioning. These tools include (but not limited to):

**ABLLS-R: The Assessment of Basic Language and Learning Skills-Revised**

**Description:**
Developed by Dr. Partington, the Assessment of Basic Language and Learning Skills - Revised (The ABLLS®-R), is an assessment tool, curriculum guide, and skills-tracking system used to help guide the instruction of language and critical learner skills for students with autism or other developmental disabilities. This practical and parent-friendly tool facilitates the identification of skills needed by the student to effectively communicate and learn from everyday experiences.

The ABLLS-R provides a comprehensive review of 544 skills from 25 skill areas including language, social interaction, self-help, academic and motor skills that most typically developing students acquire prior to entering kindergarten. The task items within each skill area are arranged from simpler to more complex tasks.

Expressive language skills are assessed based upon the behavioral analysis of language as presented by Dr. B.F. Skinner in his book, Verbal Behavior (1957). The assessment results allow parents and professionals to pinpoint obstacles that have been preventing a student from acquiring new skills and to develop a comprehensive language-based curriculum.

The 2006 revised version of the ABLLS incorporates many new task items and provides a more specific sequence in the developmental order of items within the various skill areas. Significant changes were made in the revised version of the vocal imitation section with input from Denise Senick-Pirri, SLP-CCC. Additional improvements were made to incorporate items associated with social interaction skills, motor imitation and other joint attention skills, and to ensure the fluent use of established skills.

**AFLS: The Assessment of Functional Living Skills**

**Description:**
The AFLS is comprised of three unique assessment protocols that include; Living Skills, Home Skills, School Skills and Community Participation, that assess functional, practical, and essential skills of everyday life. Though each is different all three modules exist on a continuum spanning throughout a learner’s life in home, school, and community settings and each is connected by unifying themes and overarching goals for maximizing a learner’s freedom, independence, and opportunities. This assessment helps to identify the skills that a student currently posses and additional skills of independence, advanced social interactions, work participation, and other independent living skills that have yet to be achieved. The AFLS assessment is useful and appropriate for a very broad range of learners and learner situations.

**Basic Living Skills Module**
Basic self-help, self-care, self-management, hygiene, routines, and core communication skills are assessed in this module. The skills assessed in The Basic Living Skills Assessment Protocol should be thought of as a prerequisite for any functional skills program for any learner regardless of age, setting, or disability. These essential skills, if not mastered, will have a profound impact on a learner’s ability to live independently, to be successful in school, and to take advantage of various social and recreational activities throughout the learner’s life. The basic living skills module includes: Self-Management, Basic Communication, Dressing, Toileting, Grooming, Bathing, Health, Safety & First Aid, and Nighttime Routines.
Home Skills Module
Whether the learner is living with parents, living in a supported facility, living in a group home or living independently or with roommates, the Home Skills Assessment Protocol provides an essential review of skills required for living in a home. Basic and advanced home skills of preparing and eating meals at home, cleaning tasks around the home, clothing, laundry, leisure skills, and the day-to-day mechanics of living in a home are assessed. Home skills module includes: Meals at Home, Dishes, Clothing and Laundry, Housekeeping and Chores, Household Mechanics, Leisure, Kitchen, and Cooking.

Community Participation Skills Module
Participating in the community begins with learning to physically navigate safely around all the common aspects of sidewalks, streets, and signs along with people encountered while walking or while being transported. To be able to independently shop in grocery and department stores, shop at the mall, and eat at fast food or sit-down restaurants requires a wide variety of skills. The ability to tell time and use time related concepts, making and keeping appointments, using a phone, and other skills to help learners stay connected and interact with others in the community are also assessed in this module. Community Participation Skills Module includes: Basic Mobility, Community Knowledge, Shopping, Meals in Public, Money, Phone, Time and Social Awareness and Manners.

AIMSweb Assessment:
Description:
AIMSweb is a web-based assessment, data management, and reporting system that provides the framework for Response to Intervention (RTI) and multi-tiered instruction. Designed specifically to universally screen and progress monitor, AIMSweb uses brief, valid, and reliable General Outcome Measures of reading, math and spelling performance for Grades K-8 that can be used with any curriculum.

DRA2+ Assessment:
Description:
Assessment that drives success! A powerful diagnostic tool, DRA2 is designed to inform assessment-driven reading instruction and identify student reading levels for Grades K–8. DRA2+ includes the Progress Monitoring Assessment to monitor the progress of struggling readers between benchmark periods.

DRA2 Word Analysis
DRA2 Word Analysis provides a systematic means to observe how struggling and emerging readers attend to, and work with, the various features of spoken and written words.

DRA2+ K-3
Developmental Reading Assessment, Second Edition, PLUS for grades K-3 assesses student performance in the areas of reading engagement, oral reading fluency, and comprehension. Primary teachers are able to systematically observe, record, and evaluate changes in student reading performance. DRA2+ K-3 includes Word Analysis and the NEW DRA2 Progress Monitoring Assessment.

DRA2+ 4-8
Developmental Reading Assessment, Second Edition, PLUS for grades 4-8 assess student performance in the areas of reading engagement, oral reading fluency, and comprehension. DRA2+ 4-8 is intended to be used in intermediate and middle-school classrooms for students reading from level 20 (second grade) through level 80 (eighth grade) and now includes the NEW DRA2 Progress Monitoring Assessment.
**Additional Tools Used to Assess Progress**

- Daily Data Sheets for IEP and program goals
- Projects/ Homework
- Pre/Post Tests
- Maintenance
- Probes and Checklists
- Quarterly Progress Reports