



Our Mission:

**Daisy Ingraham Elementary School
Westbrook Public Schools
Westbrook, CT**

Our Philosophy:

Every individual has inherent worth.

Everyone is responsible for contributing to the well-being of society.

A positive self-image is essential to an individual's well-being.

Hard work and high expectations generate higher achievement.

Life-long learning is necessary to meet the challenges of a changing world.

The family has a major impact on the development of each of its members.

Respecting diversity enriches individuals and the community.

The mission of the Intensive Resource Room Program is to provide a comprehensive program, within the Westbrook school community that is designed to meet students' individual needs, while providing maximum access to the regular curriculum through school, family, and community collaboration.



**Special Education Department:
Intensive Resource Room**

**Director of Special Services:
Madeline Illinger**

**Principal of Daisy Ingraham:
Ruth Rose**

**Special Education Teacher:
Jenna Brady**



**For More information Please
Contact:
Madeline Illinger, Director of Special
Services
Tel: 860-399-7925
millinger@westbrookctschools.org**

What is Intensive Resource?

Primary Life Skills: Grades K-4

At the primary level, the focus is on building a strong skills foundation. Basic academic skills, communication and language skills, and social and behavioral skills will be developed. Assessment will be continual to ensure that all students are progressing in acquiring these skills through the use of proven, research-based instruction. At the same time, students will learn about their school community through interdisciplinary connections and exposure to the various aspects of primary school life.



The Program meets the needs of students receiving special education services to increase and improve their overall academic experience.

The intensive resource room program has been designed for individuals who have intensive instructional needs.

The program focuses on basic academic awareness skills, the development of adaptive skills, leisure-skills and vocational exploration as well as pragmatic language, and community based experiences. Students might receive instruction within the self-contained, resource room setting to promote the optimal learning experience, as well as within the general education setting with modifications during appropriate instructional times. There is a strong focus on research-based assessment and instruction, a strong academic skills focus, a low student – staff ratio and an integration of technology.

We utilize a strong multidisciplinary team pulling from all segments of the school, family, and community.

While each domain is addressed for each individual at each level, the focus is sequential in development, and varies according to the needs, age, and grade level of each student to increase success and independence.

The key components of the Program is to focus on the following domains:

- Cognitive
- Social /Emotional
- Communication
- Motor movement

The Resource Team

The program is run by a special education teacher, with the assistance of paraprofessional staff. The special education teacher and team provide individualized instruction to the students, to create an optimal learning experience while integrating functional and creative ways to teach new skills. The staff also works closely with the district's speech and language department, as well as our school psychologist, and social worker.

The team collaborates with outside service providers, Occupational Therapists, Physical Therapists, and Behavior Analyst and Behavior Technicians.

Additional Services and collaboration based on student needs Include:

- Discrete Trial Instruction (DTI)
- Occupational Therapy (OT)
- Physical Therapy (PT)
- Speech and Language (SLP)
- Social Skills
- Adaptive Specials Classes
- Community based experiences