

**Expanding to Grade 12 for 2014-15  
school year!**

**Pre-K-6 Extended School Year  
program available in Summer 2014!!**

The Glenwood-Apex Regional Children's Program includes a special Level III school for children from Pre-K to Grade 12 that provides children with an academic curriculum aligned with the Iowa CORE and a variety of individualized mental and behavioral health intervention services.

The program allows children and families in southwest Iowa to receive academic and behavioral mental health treatment and support services in their community – reducing the need for long and costly travel.

**Mission**

Promote children's social, emotional, and behavioral success

**Vision**

Our vision is that each student will have access to high quality, evidence-based academic, social, behavioral, and mental health services in or close to his community.

Located at:

West Elementary School (Pre-k-5)  
Glenwood Community School District  
707 Sharp Street  
Glenwood, Iowa 51534

Glenwood Middle School (Grades 6-12)  
Glenwood Community School District  
400 Sivers Road  
Glenwood, Iowa 51534

For additional information, contact:

Kelly Beecham, MHD, PLMHP  
Glenwood-Apex Regional  
Children's Program  
712-527-4886 ext. 3324, 3326  
402-676-2069 (cell)  
[sbeechamk@glenwoodschoools.org](mailto:sbeechamk@glenwoodschoools.org)

Ray Burke, PhD, LMHP  
Glenwood-Apex Regional  
Children's Program  
712-527-4886 ext. 3324, 3326  
402-216-5070 (cell)  
[burker@glenwoodschoools.org](mailto:burker@glenwoodschoools.org)

# **THE GLENWOOD- APEX REGIONAL CHILDREN'S PROGRAM**

A special program for students in **Pre-K to Grade 12** with diagnosed social, emotional, and behavioral disorders, autism spectrum disorders, and dual diagnosis and for students without diagnoses who are disruptive in the classroom or struggle in the traditional learning environment

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## SERVICES

- Low staff-to-student ratios
- Academic curriculum is aligned with the Iowa CORE
- Can serve as alternative option for students from the general education population and who have an IEP but are not in a Level III placement who are
  - In crisis
  - Suspended out-of-school
- Year-round services for children and families
- School calendar is aligned with the Glenwood Community School District calendar
- A Licensed Mental Health Counselor is available to provide individual, family, and/or group therapy services for interested students and families, in addition to the academic program. These services are contracted independently through a third party payor.

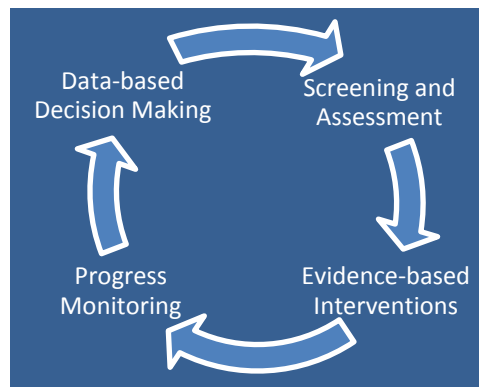
## THEORETICAL BASIS FOR SERVICES

- Behavior Theory
  - Changing what happens before and after children's behavior helps change how they behave
- Cognitive Behavior Theory
  - Changing thinking patterns changes behaving patterns
- Social Interaction Theory
  - Changing adult interactions and contexts changes children's interactions

## TRANSITION PLANNING AND SUPPORT

- Goal: Return to least restrictive environment
- Program graduation criterion are adapted to needs of child, school, and district
  - Collaborative, team approach including frequent communication and multi-media exchange of information about effective strategies for each child facilitates a more effective transition with greater likelihood of sustainable effects across time, individuals, and settings.

## RESPONSE TO INTERVENTION APPROACH



- Assessment
  - ✓ IEP, Functional behavior assessment, Standardized measures
- Evidence-Based Interventions
  - ✓ Cognitive-Behavior Theory, Social Interaction Theory, Behavior Theory
- Progress monitoring
  - ✓ IEP, Standardized measures
- Data-based decision making
  - ✓ Treatment based on results from process and outcome measures

## BENEFITS

- Students spend **less time traveling between home and school**
- Academic curriculum is aligned with **Iowa CORE**
- Parents have **more convenient access** to their children's teachers, increasing opportunity for
  - **Parent involvement** in child's program
  - **Consistency** between home and school environments
- **Transition plans are more likely to be successful**
  - **Increased communication** about transition design and implementation
  - **Increased support** with effective transition strategies
- **Reduced cost** to district and community

