

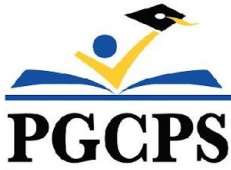


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Special Education Presentation Education Workforce Committee Meeting

October 6, 2025

Dr. Judith White, Chief Academic Officer
Ms. Trinell Bowman, Associate Superintendent-Special Education



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Special Education (SPED) Demographics as of October 1, 2024

17,125

**Total SPED
Population**

3,228

**Birth to
Age 5**

7,121

**Elementary
School
Grades K-5**

3,161

**Middle School
Grades 6-8**

3,615

**High School
Grades 9-12**

[View Special Education Program Locations for 25-26](#)



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Early Intervention



Early Intervention Services

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- A system of services that supports infants, toddlers, and preschool-aged children with developmental delays or disabilities to promote growth, independence, and school readiness skills.
- Focuses on the critical years from birth to age 5, when brain development is most rapid.
- Provides individualized supports tailored to each child's strengths and needs.
- Engages families as active partners and primary teachers in their child's development.



Early Intervention Services Provided



- **Developmental Assessments:** Evaluations to identify areas of delay and monitor progress
- **Specialized Instruction:** Individualized teaching strategies to address developmental delays
- **Therapeutic Services:** Including speech-language therapy, occupational therapy, physical therapy and behavioral therapy
- **Family Support and Training:** Coaching and resources to empower families in supporting their child's development

Early Intervention Where We Service Students

- Children's Homes
- Judy Centers
- Community Settings
- Early Childhood Centers
- Community Elementary Schools





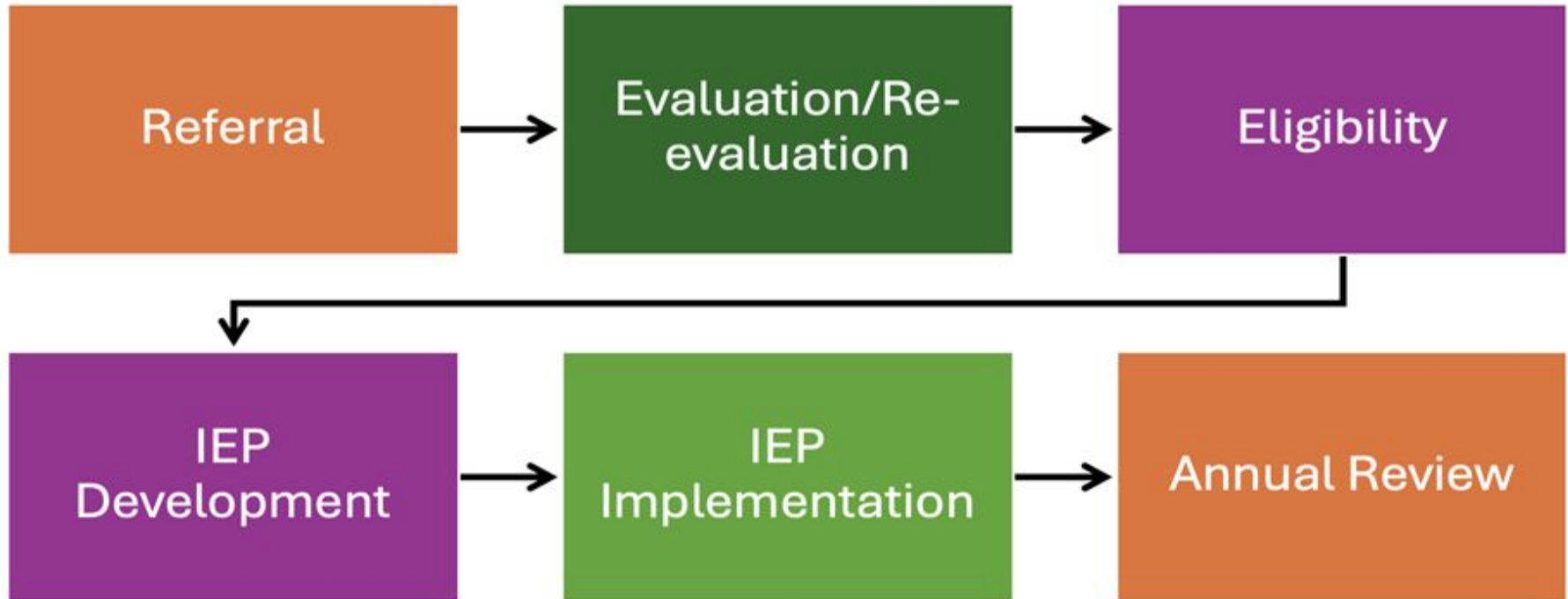
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Transition to IEPs (Initial Eligibility Process)



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Transition to Individualized Education Programs (Initial Eligibility Process)





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Autism Programs

Autism Programs

Autism programs provides specially designed instruction to students with autism in elementary, middle and high schools across the school district who are working toward a Maryland High School Diploma.

Core Features of the Autism Program:

- Social and Behavior Skills
- Self-Awareness
- Executive Functioning
- Evidence-based practices include: visual supports, task analysis, modeling, reinforcement, cognitive behavioral instructional strategies, and direct instruction.
- Students are taught to identify their feelings through [The Zones of Regulation](#), a framework and curriculum that teaches students self-regulation strategies; use of sensory calming rooms.





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Post-High School Transition Supports



Post-High School Transition Supports

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According to the Individuals with Disabilities Education Act (IDEA)

The term “***transition services***” means a coordinated set of activities for youth with disabilities that:

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities.
- In Maryland, all students with IEPs must have a transition plan by age 14.



Secondary Transition Services

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Each student's secondary transition plan must document how a student will participate in the following areas:

- Postsecondary education
- Career training
- Integrated employment
- Adult services
- Independent living
- Community participation



- ❖ **DORS** – Division of Rehabilitation Services
- ❖ **DDA** – Developmental Disabilities Administration
- ❖ **BHA** – Behavioral Health Administration
- ❖ **MDL** – Maryland Department of Labor,
Division of Workforce Development and
Adult Learning



MARYLAND
Department of Health
Developmental Disabilities Administration



Maryland
Behavioral Health Administration





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QUESTIONS AND ANSWERS



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Contact Information



Department of
SPECIAL EDUCATION
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

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