

# Montclair Achievement Program (MAP)

Charles H Bullock  
Elementary School

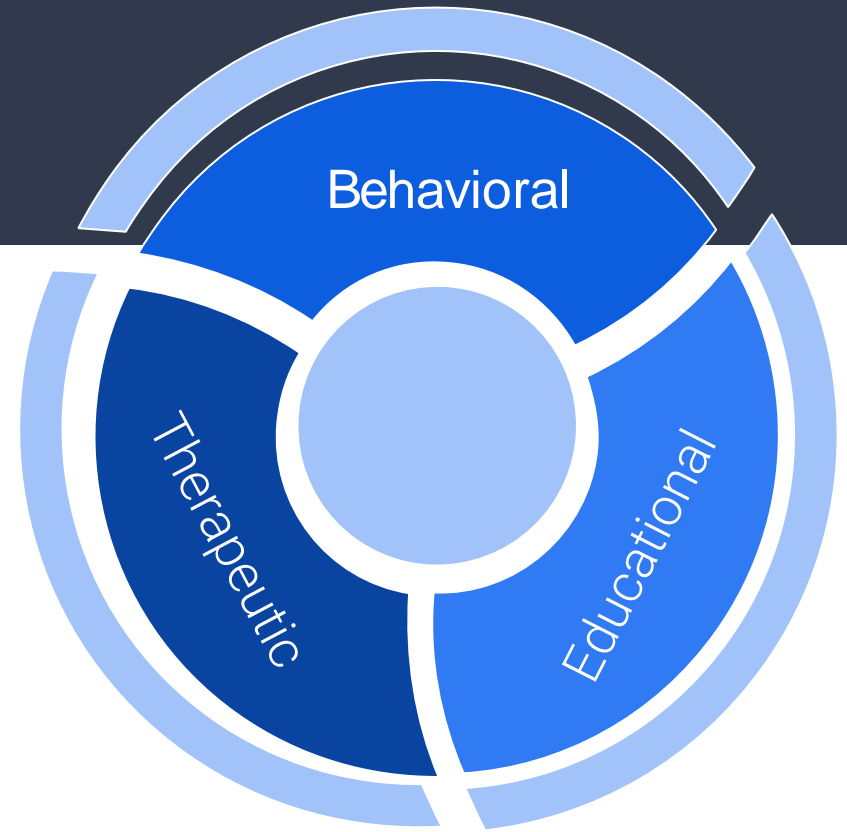


# Montclair Achievement Program (MAP) Mission Statement

The Montclair Achievement Program is committed to providing students with disabilities the necessary supports to grow academically, socially, emotionally, and behaviorally, through a structured, supportive, and enriching learning environment.

# What is MAP ?

A behavioral and therapeutic educational program for students struggling to manage behaviors and regulate emotions in the mainstream environment

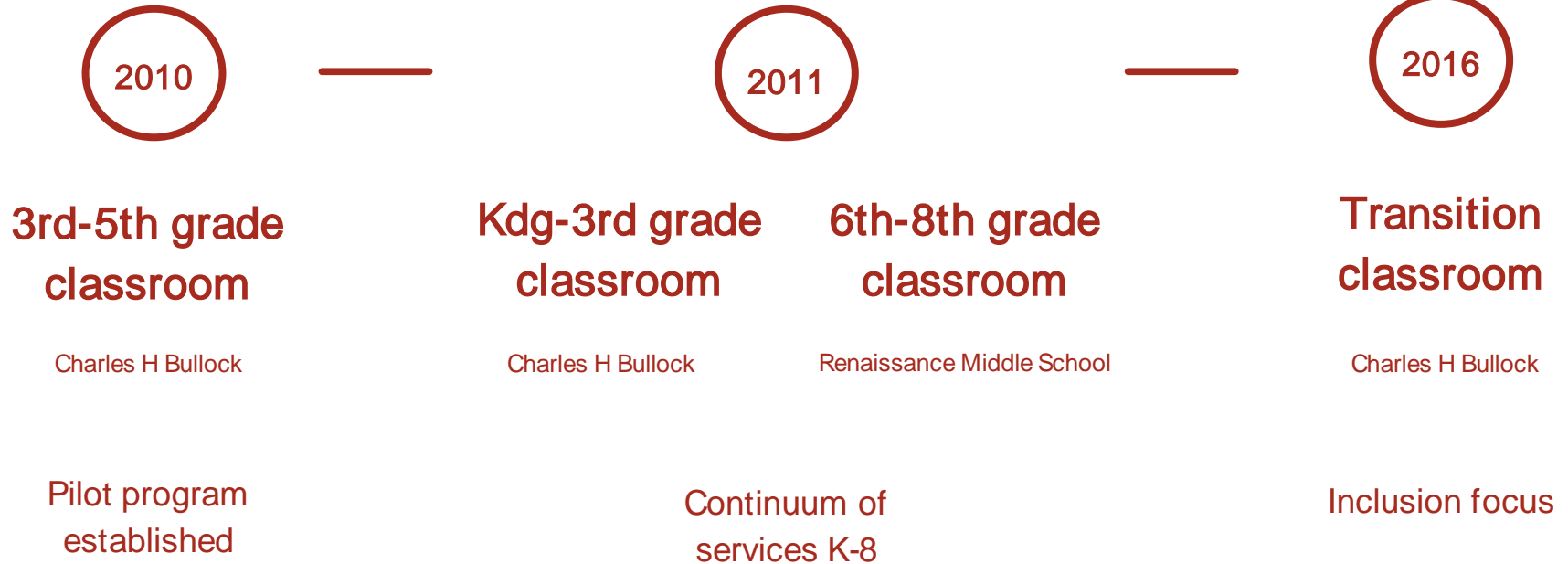


# MAP - Goals

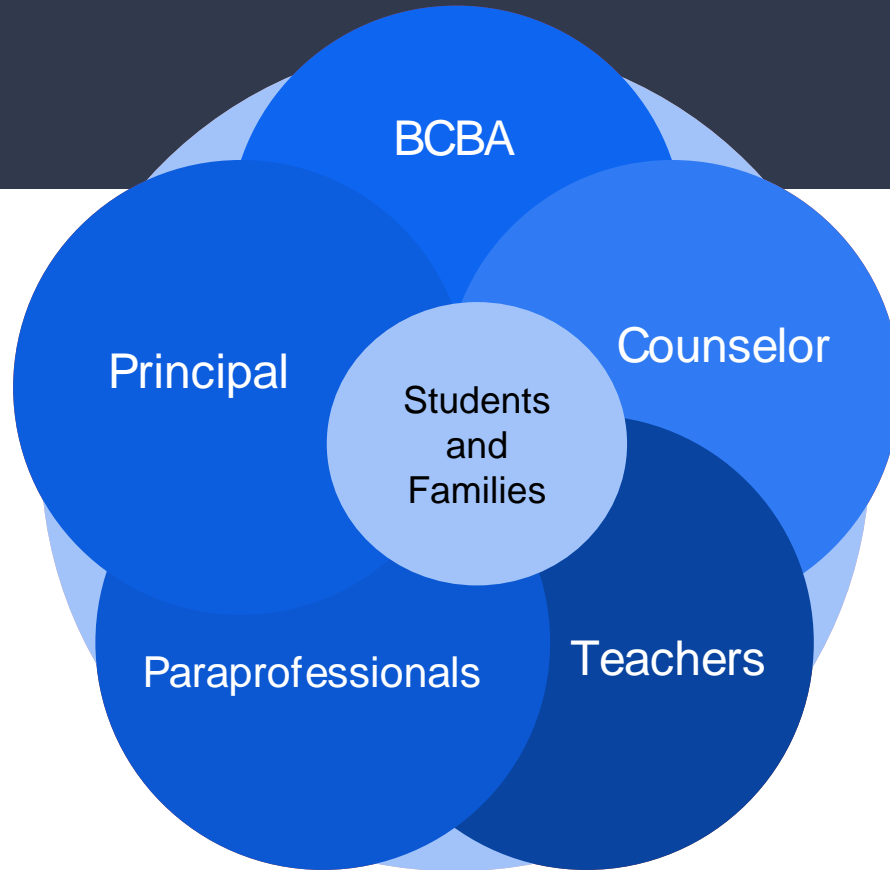
- MPS academic rigor
- Student empowerment
- Collaboration and communication
- Parental support



# History of MAP



# Teamwork



Yearly training  
in crisis  
management  
(CPI)

Ongoing  
weekly  
meetings and  
refresher  
trainings

# Social and Emotional Interventions



- Individual and group counseling
  - Share concerns
  - Explore challenging topics
  - Practice new skills
- As needed check- in sessions
  - Crisis counseling
  - De- escalation support
- On- going home- school communication and collaboration
  - Parents and families
  - Other support professionals

# Behavioral Interventions

1

## Data Collection

Observe and record, graph and analyze, trends, progress, intervention

2

## Class and Individual Behavior Plans

Decrease challenging behaviors, increase appropriate behaviors

3

## Coping Strategies

Appropriately handle stressors, self management

4

## Verbal De-escalation

Establish communication, set limits, provide support

5

## Crisis Management

Danger to self or others, physical interventions used as a last resort, CPI crisis management techniques or chill zone (as needed)



# How MAP helps students handle challenging situations

## Proactive

- Teach coping strategies in the classroom, during individual, group counseling, and social skills
- Role play and model appropriate behaviors, with feedback and reflection
- Provide structured, reinforcing environments to encourage success

## Crisis - Level 1

- CPI trained staff help students de-escalate verbally
- Provide academic or behavioral support
- Listen, set boundaries
- Remove audience, handle situations privately
- Teachable moments

## Crisis - Level 2

- Students are determined to be a potential danger to self or others
- Verbal de-escalation techniques unsuccessful
- Physical CPI techniques or Chill Zone (monitored and discontinued when no longer a danger)
- Reflect and re-establish communication

# Academic

- Communication and collaboration with general education teachers at CHB
- Academically challenging
- Skills needed to succeed in all settings
- Least restrictive environment
- Thoughtful and systematic inclusion of students

# By the numbers

**30%**

Of students in MAP have fully transitioned to mainstream classrooms

- Increased self esteem
- Access to general education academic rigor
- Self management

**45%**

Of students currently enrolled in MAP are beginning inclusion

- Positive peer models
- Build friendships
- Access to MAP supports while in general education settings

**Over 90%**

Of students in MAP have remained in district

- Foster a sense of community in Montclair
- Remain with siblings, friends, and neighbors

# CHB and Map - Community

Staff video

# A Parent's Perspective

How has MAP affected you and  
your child?

# A Parents' Perspective

“At only 6 years old and by first grade, everyone had essentially given up on my child. It was devastating, as a parent to feel like you didn't have anyone that could help, let alone thinking that nobody could see or believe what I did. That my child was amazing, sweet, kind, and intelligent and deserved better. She was simply in crisis and needed help.”

“To say these amazing human beings have changed my child's life is an understatement of immense proportion. I believe they have not just changed, but saved her life. They have given her back her life. They saw in her what nobody else had even tried to see. They saw the REAL her that wanted to shine, but needed to learn the tools necessary to function at school and receive her education.”

- Andrea

# A Parents' Perspective

“He had a difficult start in life. Because of this early trauma, his fight or flight response is on overdrive. He has difficulty regulating his emotions, attending to school work, and dealing with frustration. This presents as loud, volatile tantrums.”

“Within five minutes of the tour, my husband and I knew this was where our son belonged. For the first time, we felt listened to and supported. Dr. Augustyniak, Dr. Furnari, Ms. Woschinko, Mr. Barry and Mr. Araton understand our son. They shine a light on his strengths and help him cope when things are difficult for him. They're the first teachers that made him feel good about himself, and he's in third grade.”

- Eileen

# A Parents' Perspective

“Raising any child can be a challenge. Raising a child with special needs can feel daunting, thankless, and overwhelming at times.”

“As a family, we learned how to best help our son at home, through MAP’s guidance and behavioral plans. MAP is part of our family, trusted and adored in their caring and patient ability to bring guidance to our struggling children. They work hard to help cultivate his path toward positive choices and outcomes for himself, our family and our community.”

- Samantha



# A Parents' Perspective

“I was aware from the time my son was in pre- k that he had some challenges. They were not obvious challenges, no outward signs of disability. My son was really bright, but he could not control his impulses.”

“Midway through kindergarten, I learned about the MAP program at Bullock. I met with Drs. Furnari and Augustyniak and Ms Woschinko, who was the classroom teacher. I was given the opportunity to observe the class. It seemed like this program could be a life raft for my son's education. This is when my son's life changed. If it weren't for the MAP program and all of the tools at its disposal, my son would have to be sent out of district to a private behavioral school.”

- Joanna

# A Parents' Perspective

“At the time of our son’s diagnosis, we knew that we had to get him into a program that he could benefit and grow from and our initial goal was within district. We were looking for a small class size and one that would not only support him to grow academically, but also one that can support him socially, emotionally, and behaviorally. We were fully committed to making this work and take this team in as OUR VILLAGE.”

“Today, we are happy to say that our son is in a 3<sup>rd</sup> grade gen-ed class, reading at grade level, has a thirst for learning, socially active, playing on team sports and willing to support his fellow students. I don’t know what other program would’ve given him and us the tools to support this academic, social, emotional and behavioral growth. If that isn’t MAP, I don’t know what is . . .”

- Jada

# A Parents' Perspective

“I cannot even count the amount of phone calls, emails and texts I received on a daily basis regarding his disruptive behavior in the classroom. Other parents were contacting the teachers due to their children being afraid of the kid who gets the classroom evacuated. All of this really took a toll on his self esteem and self confidence, and he began to hate school”

“Upon visiting, one thing I noticed right away were the sensory friendly classrooms, the small class sizes and spaces for him to go to that have the ability to remove external stimulation so he can decompress when in sensory overload. We are ever so grateful that as a result of the MAP program and staff my son is able to not only attend, but thrive in a public school in his hometown with his peers and neighbors, and that truly means the world to us.”

- Maureen

# A Parents' Perspective

“For kindergarten, we decided to enroll him in a small private school because, due to his social anxiety, we thought he would benefit from a small, contained school environment with individualized attention. However, by second grade, it was clear that his symptoms were escalating and the private school didn't have the resources or experience to handle them.”

“When our son started the MAP @ CHB we realized he was in an environment that was flexible, compassionate and understanding of his issues but also serious about setting and achieving goals. The attention, patience and perseverance of the CHB MAP staff was like nothing we've seen before. MAP is passionate about finding solutions and the right intervention for each child both behavioral and academically”

- Om ayra

# A Parents' Perspective

“I began receiving calls that my son was hitting, spitting, running out of class, breaking things etc after just a couple days. It was obvious that the transition into the new school was a lot for my 5 year old to handle although I didn't know at the time it was much deeper than just that.”

“The staff there has all played a very important role in my son's growth and development over the last 6 years. They have truly become a part of our family. So much so that after the first full week of school, my son begged to go back to visit everyone there & to be able to share with them how well he is doing at his new school. I'm forever thankful to everyone at CHB that ever played any part in my son's life for caring, loving, educating, and supporting not only him but myself as well.”

- Michelle

# A Parents' Perspective

“He had most of spent first grade under his desk. He was overwhelmed and overstimulated—and most importantly, undereducated. Around midyear his teachers gave up trying to teach him, and he ended the year with 1s in all subjects.”

“The MAP years were nothing short of a game changer. The class incorporated everything he needed to actually learn: a small environment, integrated data-driven behavior plans, specialized instruction, sensory-aware classrooms, and dedicated time for social skills and 1:1 counseling. Most of all, they have looked for the best in him and held a mirror so he could see it too. They have loved him like one of their own, and for that, we will always be truly grateful.

- Laura and David

# A Parents' Perspective

“This program has enabled my grandson to learn to read and do math, when he arrived as a kindergartner in Ms. Woschinko's class unable to sit inside a classroom at all. He is now in second grade, learning at grade level. The MAP program has literally saved our lives.”

- Patricia and Edward

# A Parents' Perspective

“As an adopted child, my oldest son faced several struggles in his development. He had difficulty controlling his emotions, sitting still, and completing his work. School was very challenging for him.”

“My son was one of the first students in MAP. Upon finding out about the program, we decided as a family that this would be the best solution for him. During his years at CHB he began to flourish. He transitioned to general education while at Bullock school and now is a high honor roll student in the 7th grade and is currently being declassified. If this is not a testament to the program and to the staff, I don't know what else is.”

- Todd



# A Parents' Perspective

“My son entered the program in the middle of his second grade year. He was behind academically and had significant behavior challenges. At his previous school, he had challenges almost daily.”

“Within a couple of weeks in the MAP program, my son’s behavior challenges were almost nonexistent. He met his behavior goals, made many new friends and progressed academically. The MAP program completely transformed my son’s life. It has renewed my confidence in public school education. I cannot imagine a better program.”

- Joahne



We are MAP

We are CHB

We are MONTCLAIR