
The ASD Nest Program

opened in September 2003 at PS 32 in Brooklyn with nine children on the autism spectrum.

Since then, the Department of Education opened thirteen additional ASD Nest elementary school programs across the city, now serving approximately 225 children on the autism spectrum.

Programs usually start with two kindergarten classes and expand by one grade each year.

In addition, there is an ASD Nest middle school program in Brooklyn, and a high school program in Queens.

The ASD Nest Program

was developed in collaboration with New York University's

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The ASD Nest Program

is the New York City Department of Education's Collaborative Team Teaching (CTT) program for higher functioning children with autism spectrum disorders (ASDs).

Nestled within supportive neighborhood schools, the ASD Nest program helps children with ASD learn how to function well academically, behaviorally and socially in school and in their community.

"If children do not learn the way we teach them, then we must teach them the way they learn."

Each **ASD Nest Program**

is **integrated into the fabric of its school**. The goal is to provide a therapeutic environment and supports within a grade-appropriate academic environment. The entire school embraces positive behavioral support.

☛ **CTT kindergartens** serve four children with ASDs and eight typically developing children.

☛ **CTT classes** for children in grades one through three serve four children with ASDs and twelve typically developing children. CTT classes for higher grades may be slightly larger.

Each classroom has **two teachers with training in the specialized curricula and instructional strategies** used in the program.

In addition to the standard academic curriculum, **specialized curricula and instructional strategies** to foster relationship development, adaptive skills, language and communication development and sensory/motor development are infused throughout the day, thus minimizing the need to service children outside the classroom. Staff receive pre- and in-service training in these curricula and strategies.

Language development and **sensory/motor skill development** are integrated into the academic day, using a transdisciplinary collaborative approach.

Collaborative **problem-solving** is used to assess children's needs and progress. Times for staff to co-plan and conduct case conferences take place on a regular basis.

A strong home/school component includes an initial phase-in process, frequent ongoing two-way communication, collaborative planning meetings, monthly parent support groups, support for families in home-based skills and referrals to outside services.