

Jon Peterson/Autism Scholarship Service Offerings
Learning Support Services Program
2026-2027 School Year

Math Intervention

Math Intervention classes are for students who have a math reasoning or calculation goal on their IEP. This is an alternative to general education math class. During Freshman and Sophomore year, this takes place in a small-group, self-contained classroom in which students receive instruction from an Intervention Specialist who is highly qualified in Mathematics. During Junior and Senior year, this takes place in a small-group, differentiated classroom with the support of an Intervention Specialist. Strategies are implemented to meet the needs of individual students and address IEP goals. Information is chunked into smaller pieces, feedback is given daily, and accommodations are implemented.

English Intervention

English Intervention classes are for students with Written Expression and/or Reading goals listed on their IEP. This is an alternative to general education English class and takes place in a small-group, self-contained classroom in which students receive instruction from an Intervention Specialist who is highly qualified in English. Reading comprehension and written expression skills are emphasized. Strategies are implemented to meet the needs of individual students. Information is chunked into smaller pieces, feedback is given daily, and accommodations are implemented.

Reading Intervention

Reading Intervention classes are daily classes *in addition* to English Intervention or general education English class. This class is only offered during a student's freshmen year to improve cross-curricular reading skills. Students receive instruction on basic reading skills, comprehension, grammar, fluency, and study skills. Strategies are implemented to meet the needs of individual students and accommodations are provided as necessary. Placement in the reading intervention class is determined by recommendation only.

Speech (Social)

Social communication intervention is a weekly intervention provided in individualized sessions and/or in group sessions with peers. Social communication intervention is provided by a licensed Speech-Language Pathologist in place of a regular study hall on the dedicated day(s) of therapy. The Speech-Language Pathologist integrates Padua's curriculum as well as Ohio Learning Standards to support the development of social communication skills, including social problem solving, perspective taking, and conversation skills.

Speech (Language)

Expressive and receptive language interventions are weekly interventions provided in individualized sessions. Language intervention is provided by a licensed Speech-Language Pathologist in place of a regular study hall on the dedicated day(s) of therapy. The Speech-Language Pathologist integrates Padua curriculum, Ohio Learning Standards, and each student's individual coursework to support the development of language skills, including vocabulary, grammar, and comprehension.

Speech (Articulation)

Speech intervention is a weekly intervention provided in individualized sessions. Speech intervention is provided by a licensed Speech-Language Pathologist in place of a regular study hall on the dedicated day(s) of therapy. The Speech-Language Pathologist works with students to increase the intelligibility of their speech through their individualized goals.

Comprehensive Intervention - Jon Peterson

***Required for Freshmen**

Comprehensive Intervention is provided during a daily small group study hall led by an Intervention Specialist, in place of a regular study hall. Students work with the Intervention Specialist on Executive Functioning skills including viewing grades, checking and sending emails, monitoring missing assignments, preparing for tests and quizzes, etc. This also includes reteaching and front-loading of skills learned in general education classes as well as testing accommodations when necessary. In conjunction with our College Preparatory Curriculum, this intervention includes building self advocacy skills to help students transition beyond high school.

Moderate Intervention - Jon Peterson

Moderate Intervention addresses the same skills as Comprehensive General Intervention, on a part time schedule. This type of support is appropriate for upperclassmen and students who have strong executive functioning skills established.

Autism - Comprehensive Support

Comprehensive Intervention for students with autism incorporates individualized supports designed to promote self-regulation, independence, and academic success. This intervention includes daily support from an Intervention Specialist, either during study hall or before or after school. Students work with the Intervention Specialist on Executive Functioning skills including monitoring grades, checking and sending emails, tracking missing assignments, organizing materials, and preparing for tests and quizzes. Support can also include reteaching and front-loading of concepts from general education classes, as well as implementing testing accommodations when necessary.

Additionally, there is explicit instruction in anxiety management and emotion regulation strategies, along with guided practice using coping tools. Students are provided with scheduled and as-needed sensory breaks to support attention, reduce overwhelm, and maintain readiness to learn.

Comprehensive support includes extensive collaboration with general education teachers including specific strategies for working with the student and frequent updates on student progress.

Autism - Moderate Support

For Moderate Intervention, students work with the Intervention Specialist 2-3 days per week. Students work on Executive Functioning skills including monitoring grades, checking and sending emails, tracking missing assignments, organizing materials, and preparing for tests and quizzes. Support can also include reteaching and front-loading of concepts from general education classes, as well as implementing testing accommodations when necessary.

The Intervention Specialist provides check-ins and support as needed for anxiety management and/or emotional regulation. The emphasis is on reinforcing existing coping strategies, encouraging self-monitoring, and fostering increasing independence in managing academic responsibilities.

This type of support is appropriate for upperclassmen and students who have strong executive functioning skills established.