Preparing for the Futures of Our Students

The Voices classroom environments are designed to provide positive reinforcement, daily, visual schedules, task analysis, token economy systems, visual stories etc., and assistive technology to support communication. The Voices programs are supported by a Board Certified Behavior Analyst (BCBA) who implements behavior strategies and conducts thorough assessments of behavior. The BCBA also works with the classroom teacher to help execute Applied Behavioral Analysis (ABA) methodologies and provide ongoing training to staff. Inclusion in the general education classroom is a critical component for the students’ day to allow for generalization of skills as well as to increased opportunities for socialization. Inclusion varies greatly for each student depending on ability and behavior.

Who We Are

About Us

The Voices program is designed to support special education students who have significant communication, social, behavioral and cognitive deficits that impact their ability to access their education in a less restrictive classroom setting. The program provides a low student to teacher ratio within a highly structured and therapeutic environment. The foundation of the Voices programs is based on Applied Behavior Analysis (ABA) principles and methodologies. The students in the Voices programs are provided with the essential tools needed to be successful with adaptive living skills, academics, communication and increased independence based on their abilities as outlined in each individual IEP.

VOICES Teachers

Torrington: Rebecca Couillard
           Ann Sullivan

Southwest: Amanda Warchol

TMS: Tara D’Iorio

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What is Applied Behavior Analysis? (ABA)

Applied behavior analysis is the science of applying “principles of behavior” to shape and change behavior in measurable ways. It allows for the application of behavioral principles, to everyday situations and locations such as in classroom settings, community settings, or home settings. ABA can be used to teach skills in academics, communications, play, and social interaction. Behavioral principles are utilized to ensure that these skills will increase over time. ABA practices decrease targeted maladaptive behaviors such as aggressive behavior, self-stimulatory behaviors, and self-injurious behaviors. In addition, ABA is also used to increase appropriate behaviors, academic participation, and performance of functional life skills.

What is DTI: Discrete Trial Instruction?
Discrete Trial Instruction (DTI) is a component of ABA which involves:
- Breaking a skill into smaller more attainable parts
- Teaching one-sub-skill at a time until mastery
- Providing concentrated teaching
- Providing prompts and prompt fading as necessary
- Using reinforcement procedures

How is DTI Used to Teach?
For many of our learners, larger more complex skills need to be broken into smaller more discrete steps. Each step is taught individually and then is strategically intermixed with other acquired skills. Most often DTT programs occur at a table top, in a highly structured 1:1 teaching session. Data is collected during each session to ensure students are learning and guide any necessary revisions. Each program has criteria for mastery and is individualized for each learner.

Least Restrictive Environment (LRE) Continuum of Services
Least restrictive environment (LRE) means educating children with disabilities, to the maximum extent possible with their non-disabled peers, in the school they would attend if they did not have a disability. At times, the needs of students may not be sufficiently addressed in a general classroom setting. In order for these students to be able to access their education, they may require placement in a more restrictive, self-contained setting. The Voices program is one such placement. Students may only be recommended for the Voices program through the PPT process.