

Abstract: Seminole County Public Schools submits the Exceptional Student Education Curriculum Project (ESECP) for consideration in the *Education Innovation and Research (EIR) Early-Phase Competition*. Through the proposed ESECP, the district will address Absolute Priorities 1 Demonstrates a Rationale and 2 Field Initiated Innovations. The ESECP will infuse a behavioral approach into the traditional instructional pedagogy, creating a significant merger between clinical interventions for children and youth, and instructional strategies for students with certain exceptionalities. The goal of ESECP is to systematically implement the use of evidenced-based approaches to education which provide teachers the tools and skills necessary to design, implement, and evaluate instruction that helps students with disabilities acquire, generalize, and maintain knowledge and skills to improve these students' quality of life in school, home, community, and workplace settings. As such, the project aims to improve capacity of ESE teachers to implement applied behavioral analysis techniques in the classroom setting, with overall outcomes to include: improve academic achievement for students with disabilities, and reduce the performance gap between students with disabilities (SWD) and non-SWD on national/state assessments. The project will serve approximately 1,000 high-need students in grades K-5 at 13 elementary schools. Under this project, the district defines "high need students" as those students who are at-risk academically due to developmental delays and/or who have been identified as a student with a disability. Approximately 60% of the target population is also economically disadvantaged. The ESECP has established the following partners: RMC Research, University of Central Florida's Center for Autism and Related Disabilities, Pennsylvania Training and Technical Assistance Program, and the National Institute for Direct Instruction.