

The Cross-Categorical Developmental Sensory (CCDS) classroom is a specialized classroom designed to meet the individual needs of students who have a wide range of cognitive, developmental, communication, social, emotional, sensory, and physical disabilities. The Cross-Categorical Developmental Sensory (CCDS) Teacher plans for and teaches reading, writing, math, speaking, listening, adaptive and social-emotional skills to address the stated needs in students' Individualized Education Programs (IEP).

The CCDS teacher integrates sensory activities within the school day collaborates with service providers such as Occupational Therapists and Speech Language Pathologists to meet the students' significant needs. The CCDS teacher also collaborates with general education teachers to integrate students within the general education setting. Based on student ability and need, the student may participate in general education classes for grade-level specials (music, PE, art, library) and/or core math and reading instruction. While participating in general education, students have the opportunity to practice social skills with their general education peers. This may occur with or without adult assistance.

Curriculum

The teacher delivers specially designed instruction, aligned to grade-level standards, appropriate to the students' cognitive needs, including differentiated curriculum and teaching methods to address learning styles, social, emotional, sensory, and behavioral needs.

Data Collection

Data is collected daily and weekly to monitor student progress toward academic and behavior IEP goals. CCDS teachers analyze the data weekly and use this information to adjust instruction and supports for students as needed. CCDS teachers provide parents with daily updates on student activities and progress.

Visual Supports in the Classroom

In the CCDS classroom, teachers use visual aids and prompts to increase student independence. Students may need visual supports for schedules, task analysis, prompts, communication, and behavior regulation. Some students may use an Augmentative Alternative Communication (AAC) device to support their communication needs. Student schedules are posted in the classroom, and are individualized based on the student's abilities and needs. For example, the student may need an object schedule, picture schedule, written schedule, or checklist. Furthermore, students may be presented with one task at a time or full day schedule as needed. These supports may be faded as students mature and develop self-regulation and independence.

Physical Layout of the Classroom

To increase independence, the CCDS classroom is arranged so that physical boundaries give clear indications as to the tasks to be completed at each location within the classroom. Required areas of the room include individual work station(s), one-on-one teacher instruction area, group time area, play/social learning area, snack or lunch area (if necessary), art/fine motor (if necessary).

Services

Related service providers collaborate with the CCDS teacher to provide services for students in their least restrictive environment. These services may include physical therapy, speech therapy, occupational therapy, adaptive physical education, vision services, and/or hearing related services. Services may be delivered individually, in a small group, or in whole group, according to the needs of the students. In order to generalize skills, the CCDS teacher and related service providers collaborate to integrate therapies into daily student activities.

Instructional Assistants

Instructional assistants (IAs) in each CCDS classroom help to facilitate learning, communication, independence, social skills, and self-care. The CCDS teacher plans instruction and differentiation, and the IAs support the implementation of lessons with students. The IAs assist with the integration of students into the general education classroom and provide support accessing the curriculum. The CCDS teacher meets regularly with the IAs to plan for the needs of the students and the classroom. The CCDS teacher creates schedules for IAs which are posted to ensure all are aware of their role in the classroom and which student(s) they are assigned to support.