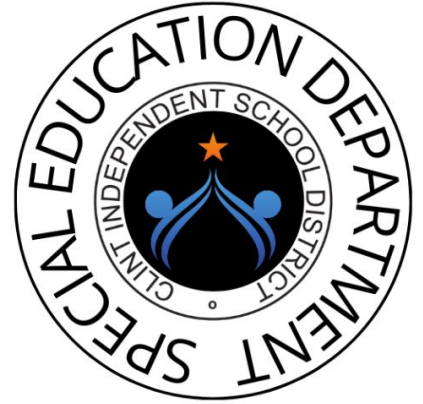


Clint ISD



SPECIAL EDUCATION

DEPARTMENT

Continuum of Special
Education Services in
Clint ISD



Clint ISD Continuum of Services

Early Childhood Special Education ECSE

Collaboratives: Special Education and General Education teachers share the responsibility of planning and delivering instruction of all students in the class, as well as the specially designed instruction required for students receiving special education services.

Pre-K Mono, Kindergarten Mono

Pre-K Dual, Kindergarten Dual

Inclusion: Instructional setting that may include one of the following service models provided in the general education setting with special education support by either a special education teacher or paraprofessional

Mainstream

Special educator collaborates with the general educator to support the implementation of the IEP through instructional planning and monitoring progress towards IEP goals.

Support Facilitation

Special education teacher or paraprofessional provide instructional support described in the IEP
Frequency and duration of services are outlined in the student's IEP and generally are not provided daily

Co-Teach

Special education and General education teachers share the responsibility of planning, delivery of instruction, and progress monitoring for all students assigned to their classroom
CISD provides 5 models of Co-teach instruction

Resource Resource room/services. This instructional arrangement/setting is for providing special education and related services to a student in a setting other than regular education for less than 50% of the regular school day.

Pull Out:

Frequency and duration indicated in IEP
Targeted, individualized instruction designed to meet student needs and progress towards IEP goals are met through vertically aligned foundational skills

Class:

1 class period for subject identified in the IEP.
Teacher to student ratio allows for adjusted pacing of general curriculum to meet the individual needs of each student

Self-Contained: Students receive instruction in special education setting from a special education teacher for more than 50% of the instructional day (*grades 1-12*)

BAC

Behavior Adjustment Classroom:

ASC

Academic Skills Class

DSC

Developmental Skills Classroom

SLE

Structured Learning Environment

Homebound: Instruction provided by a special education teacher off campus in the home setting

LEAST RESTRICTIVE

MOST RESTRICTIVE

Developmental Skills Class DSC

Developmental Skills Classes are designed for students who exhibit a severe cognitive disability and focus on the development of independent living skills.

Instructional Focus:

Special education teachers in DSC provide individualized instruction that support progress related to self-care, to include hygiene and toileting, socialization, communication, and vocational instruction. Other skills embedded throughout daily instruction include sensory integration, fine motor, and gross motor. In efforts to promote independence, continuous transitional support is provided so that school and community environments are accessible for all students.

Academic: Special education teachers and staff provide instruction through a highly modified alternate curriculum with an emphasis on developmental living skills. Academic instruction is taught through everyday experiences and activities directly linked to the skills required to be as independent as possible.

Transition:

Students are taught transition skills linked to their individual strengths, interests, and preferences and are focused on independent living skills. School based projects, community based learning opportunities, and the opportunity to participate in Work Based Learning help to support students in a Development Skills Class.

Behavior: Students in a Developmental Skills Class are taught age appropriate social skills that help foster positive and healthy relationships with others. Teaching the importance of self-awareness and self-regulation, is a key component to developing the skills needed to make progress towards a student's goal.

Structured Learning Environment SLE

SLE classes are designed for students who exhibit the need for a highly structured learning environment with an emphasis on communication and sensory regulation. Through the consistent implementation of high levels of visual and physical structure, and visual supports students are taught functional academics, sensory-regulation, and social skills that will support students within their school, community, and at home.

Instructional Focus:

Special education teachers and staff provide instruction through a highly modified curriculum with an emphasis on language, communication, socialization, sensory regulation, and self-care. Other non-academic skills are embedded throughout instruction and include skills related to fine motor, gross motor, and vocational skills.

Academic:

Within the highly modified alternate curriculum of an SLE classroom, students access grade level standards through prerequisite skills. In this class teachers utilize structured teaching strategies such as work systems, visual schedules, work tasks, and communication boards/devices to promote independence in academics and communication.

Transition:

Students learn through daily routine and visual schedules the concept of work and breaks. The emphasis on routine, visual instructions, and completion of tasks support the continuation of related skills after high school. In efforts to promote independence, continuous transitional support is provided so that school and community environments are accessible for all students.

Behavior: Students in an SLE classroom may exhibit increased behaviors from sensory deficits due to environmental factors. Students are learning socially appropriate communication skills and understanding their emotions. Identifying the function of a student's behavior is a key component in making progress towards a student's desired goal.

Academic Skills Class ASC

Academic Skills Class (ASC) are designed for students who have significant academic delays that impact their ability to progress through the general education curriculum. Individualized instructional support is provided to develop and enhance the skills needed to progress in the areas of work, education, and life.

Instructional Focus:

Students receive practical academic instruction that supports the skills needed to facilitate independence and autonomy. Some of the skills taught in ASC class are communication skills, decision making, practical math, as well as practical reading and writing skills.

Academic:

Students in an ASC class are provided a highly modified curriculum aligned to grade level standards and accessed by pre-requisite skills. Teachers make explicit connections between the academic content taught in the class to its practical everyday use within the community.

Transition:

Students connect classroom instruction directly to everyday experiences through each content area in an ASC class. The skills needed to prepare students to be as independent as possible and advocate for their needs is a great focus for those that support students in this class.

Behavior:

Students are learning skills that help them navigate socially within the school, community, and at home. Appropriate peer interactions and the development of communication skills are a focus to ensure students have self advocacy skills and can relay their wants and needs to others.

Behavior Adjustment Class (BAC)

A Behavior Adjustment Class (BAC) is designed for students who have severe behavior and self-regulation deficits. Students in BAC have behaviors that impede their learning and the learning of others in the school setting.

Instructional Focus

Instruction in a Behavioral Adjustment Class (BAC) is delivered by a Special Education teacher and incorporates skills such as self regulation, appropriate interactions with others, and positive decision making. BAC provides the teacher flexibility to teach self improvement skills while still delivering lessons at the students' grade level. By implementing a Behavior Intervention Plan (BIP), targeted behaviors are identified and addressed by developing behavior focused goals and objectives. Students are provided opportunities to learn and practice appropriate social skills while working towards their individual goals and objectives.

Academic

Students in a BAC class are taught grade level Texas Education Knowledge and Skills (TEKS) through accommodations within a highly structured environment to decrease behaviors and increase academic achievement in all areas. Although students in a BAC class are provided behavioral support, students are expected to develop the skills outlined in the state standards at their current grade level.

Transition: Students are provided instruction related to self-determination, self-regulation, post-secondary education, post-secondary employment, and positive working relationship skills.

Behavior: Through a Functional Behavior Assessment (FBA) and implementation of a Behavior Intervention Plan (BIP) students are learning socially appropriate behaviors and social skills to function within their home, school and community. Teaching the importance of self-regulation, is a key component to developing the skills needed to make progress towards a student's goal.

Resource Classroom

Resource classes are taught in a special education setting by a Special Education teacher. Teacher to student ratios are small allowing the opportunity to adjust the pace of instruction and meet the individual needs of the students enrolled in the class.

Instructional Focus:

Students in a Resource class are taught grade level Texas Education Knowledge and Skills (TEKS) following the district provided pacing guide. Delivery of instruction is provided in a smaller class size with fewer students to allow for individualized instructional support.

Academic Focus:

Pull Out:	Class:
Targeted, individualized instruction designed to meet student needs and progress towards IEP goals are met through vertically aligned foundational skills	Adjusted pacing of general curriculum to meet the individual needs of each student identified in the IEP.

Transition:

In a Resource class, teachers incorporate skills that are utilized in real life situations and will also prepare students for post-secondary education and employment.

Behavior:

Students receiving instruction in a smaller class size and are among other students that require additional support to progress through the general education curriculum, are highly encouraged to advocate for themselves, ask questions for clarification, and establish a positive rapport with their peers. Students are taught skills to support self confidence and acceptance of themselves and others.

Co-Teach

Co-teaching is a service option within inclusive models, in which a general education teacher and a special education teacher share the responsibility of planning, delivery of instruction, and progress monitoring for all students assigned to their classroom.

Instructional Focus:

Students receiving Co-teach support, are taught grade level Texas Education Knowledge and Skills (TEKS) while following the district provided pacing guide. Students receiving special education services are provided Specially Designed Instruction that is individualized based on the accommodations and modification described in their Individualized Education Program.

Academic:

Texas Education Knowledge and Skills (TEKS), are taught at the student's grade level in a specific content area. Students are able to be grouped based on their needs and the standards being addressed.

Transition:

Providing specially designed instruction and individualized accommodations and modifications within the general education setting promotes student independence and the development of functional skills that help students transition from school into post secondary education and/or employment.

Behavior:

Student participation and engagement is increased as instruction within the Co-teach service model is able to be delivered in several ways. Teachers needing to collect data regarding a student's behavior is able to do so during instruction, as one teacher leads the class and other is conducts a student observation.