

Student Services Special Education **Examples of the array of services as determined by student need**

Special education services are developed through the IEP teaming process. Parent input and participation are an important part of the teaming process. Special Education services, like the examples below, are developed individually through the IEP teaming process and based on documented student need.

Direct Instruction in academic (reading, written expression, mathematics etc.) and behavioral goals (attention, school readiness, social skills, emotional regulation etc): Explicit teaching techniques are utilized to teach specific skills and remediate skills deficits in areas of concern. Explicit teaching techniques may be used both within and outside of the general education classroom. IEP teams strive to limit the amount of time a student is out of the general education classroom during the week so that students with disabilities have access to their peers as well as grade level content consistently.

Personal Care Service (PCS): These services are for students who require medically oriented tasks having to do with the student's physical and functional wellbeing. Students typically have a medical diagnosis from a physician and require assistance with, but not limited to, basic personal care (assistance with clothing, grooming), toileting, food, medication and self-care of medical conditions, tube feedings etc.

Functional Language Services: These services are provided for students with significant needs in functional language who also exhibit severe problem behavior(s) and/or safety issues. Typically, students have a community diagnosis of Autism Spectrum Disorder and need both skills of daily living and behavioral skills. These students need an educational placement with specialized teaching to increase language skills, decrease extreme behavior, and access their education appropriately until they gain more skills to be successful.

Functional Independence Services: These services are for students with significant needs in their daily living skills and independence. Typically, students have an educational determination or community diagnosis of Cognitive Impairment and/or Multiple Disabilities and require **Habilitative Skill (HS)** intervention. Students may also have communication concerns, require adaptive equipment, assistive technology, and personal care service (PCS). Typically, students are provided with developmentally appropriate classroom curriculum (DACC) at their neighborhood school.

Behavioral Intervention (BI): Behavioral Intervention includes the development of replacement behaviors by conducting a functional behavior assessment (FBA) and behavior implementation plan (BIP) with the purpose of preventing or treating behavioral conditions for students who exhibit maladaptive behavior.

Behavioral Consultative (BC): This service assists other service professionals by consulting with the IEP team during the assessment process, performing advanced assessment, coordinating the implementation of the behavior implementation plan, and providing ongoing training to the team members.

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Community Based Rehabilitation Service (CBRS) Elementary and Secondary: This type of service is for students with concerns in Mental Health. Typically, students have an educational determination of Emotional Behavioral Disturbance (EBD) or they have a community based Mental Health Diagnosis. Students in secondary schools access CBRS service as needed through supports within general education model at their neighborhood school.

Elementary Day Treatment Service: This level of service is for students experiencing mental health and safety issues in their neighborhood school. Typically, students have an educational determination of Emotional Behavioral Disturbance (EBD) or they have a community based Mental Health Diagnosis. Elementary Day Treatment focuses on teaching replacement behaviors to students so they can return to their neighborhood school. Day Treatment serves students in grades Kindergarten through sixth grade.

Community Transition Service: This service promotes independence in life and to connect young adult students with disabilities to their community. Community Transition Classroom (CTC) will provide student centered programming to help students in special education transition from being a high school student to being an adult in the community. The class is designed to meet individual student needs through post school career transition planning. Students attending the class will be learning skills that allow them to access their greatest level of independence in the transition areas of independent living, employment, recreation leisure, and post-secondary options.

Work Based Learning (WBL) Service: This service provides students opportunities for career exploration through authentic learning experiences and employment readiness skills while in high school. Work Based Learning is a class for high school Junior and Seniors centered on helping students gain workplace experience in the community as well as teaching employability skills, such as filling out job applications and resumes, as well as interview and other soft skills.