



Special Education Continuum of Services

Agenda

Introductions

Continuum of Services

ECSE

VITAL (Vocational and Independent Training for Adult Learners)

Deaf Education

MHIT (Mental Health Intervention Team)

CFISD CONTINUUM OF SERVICES

All placement decisions are made by the IEP Team.



Related Services

- **Occupational Therapy** – helps improve fine motor and visual motor skills necessary for writing, drawing, copying, and cutting.
- **Adapted Physical Education** – helps children who have difficulty with motor skills to be able to participate in PE.
- **Physical Therapy** – Helps children with physical limitations access their school environment.
- **Psychological counseling/behavioral support services** – Help children develop social and emotional coping skills and improve behavior through school-based (and school provided) supports.
- **Transportation** – For kids whose placement puts them in a school other than their home school or if a student's disability limits ability to get to school.
- **In/Home Parent Training** – training that helps parental carryover of specific teaching/management techniques related to the child's curriculum for the home and community setting.
- **Sign Language Interpreting** – for students with a DHH eligibility who use sign language as their mode of communication

Instructional Services

- **Vision Instruction** – instruction in an expanded core curriculum, which is required for students with visual impairments to succeed in classroom settings and to derive lasting, practical benefits from the education provided by school district.
- **Speech and Language therapy** – Helps children develop expressive and receptive language skills and improve their pronunciation of sounds and words.

ECSE: Early Childhood Special Education



Greatness Starts Here!

ECSE: Early Childhood Special Education

- Students ages 3, 4 and 5 meeting eligibility criteria for special education services
 - 3 is 3
 - Age out at 6
- LRE: Not one size fits all.

ECSE Continuum of Services



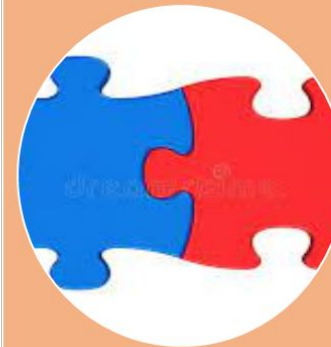
Speech Only
Services or
General
Education with
Accommodations



General
Education
Classroom with
In-Class Support
as Needed



Full Time Pk or K
Collaborative
Classroom



Combination of
Collaborative &
Transitional ECSE
Services



Full Time
Transitional Self-
Contained ECSE
Classroom

Speech Only Services



3 and 4 year old EE Students attend school for speech therapy sessions as “walk on” students.

4 year old PK students and 5 year old Kindergarten students attend general education Pre-Kindergarten or Kindergarten and receive speech as an instructional service.

Accommodation Only Services



4 year old PK students and 5 year old Kindergarten students attend general education Pre-Kindergarten or Kindergarten with accommodations provided by a general education teacher under the direction of a special education case manager.

in Class Support



3 & 4 year old EE, 4 year old PK students and 5 year old Kindergarten students attend general education Pre-Kindergarten or Kindergarten with in class support provided as needed during their instructional day.

In class support may be provided by a para-educator or teacher*

Collaborative Classroom



Collaborative teaching is a teaching model in early childhood education where two or more teachers work together to provide instruction for a group of students.

Co-teaching involves general and special education teachers working together in a regular education classroom. The goal of co-teaching is to meet the needs of all students, including those with disabilities.

Transitional ECSE Classroom Services



The transitional ECSE classroom model is a self-contained setting for students with significant disability related needs.

Follows an alternative reading, writing and math curriculum in a small group, station teaching setting

Intensive direct instruction targeted at critical skills students are lacking.

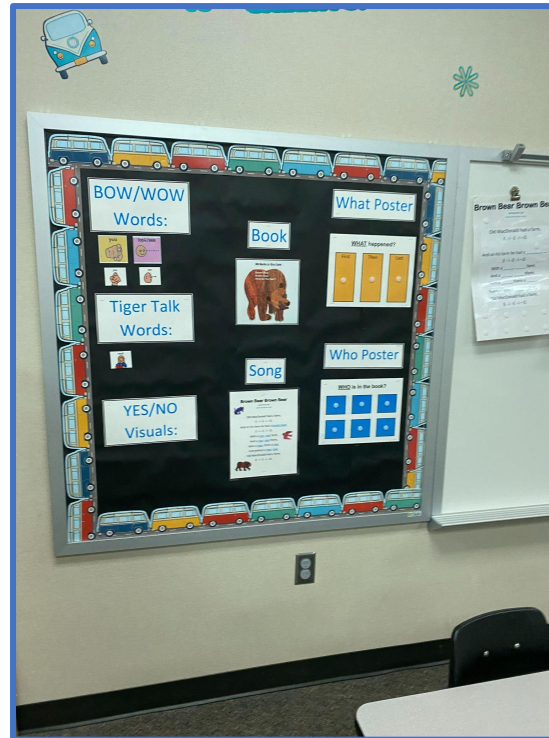
The intent is to transition students into the general education setting for portions of their instructional day.

Combination of Services



A combination of transitional and collaborative services allows for students to access an alternative curriculum and targeted intensive supports that are appropriate for their learning and emotional needs, while also being exposed to general education curriculum, same age peers and good social and language models.

Transitional ECSE: Alternative Curriculum



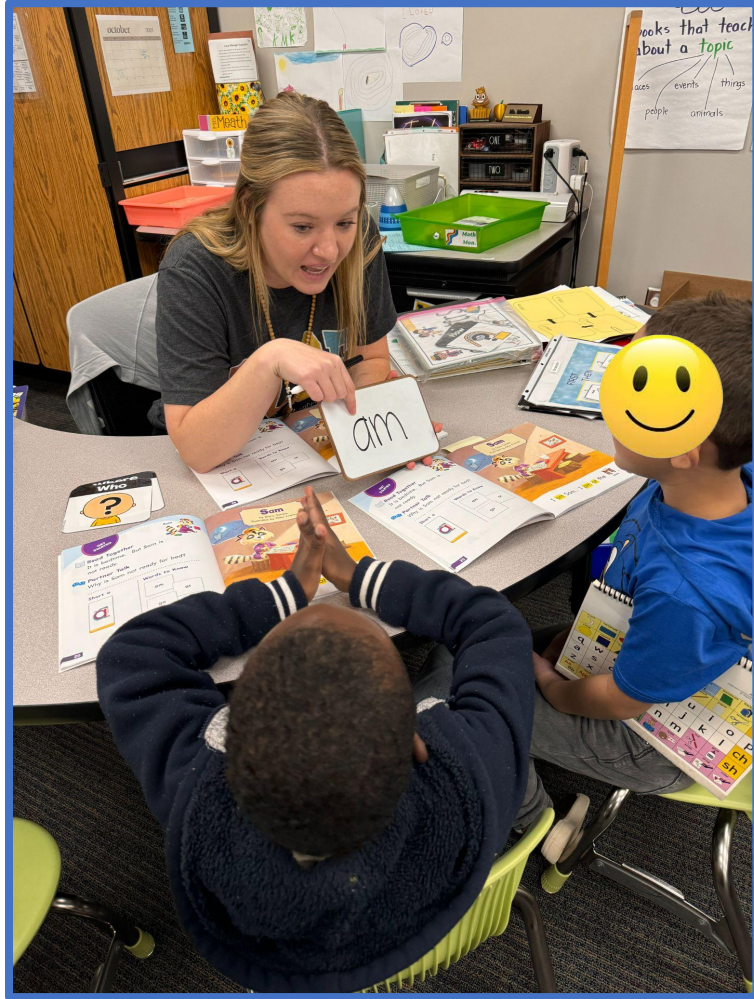
Transitional ECSE: Station Teaching & Assistive Technology



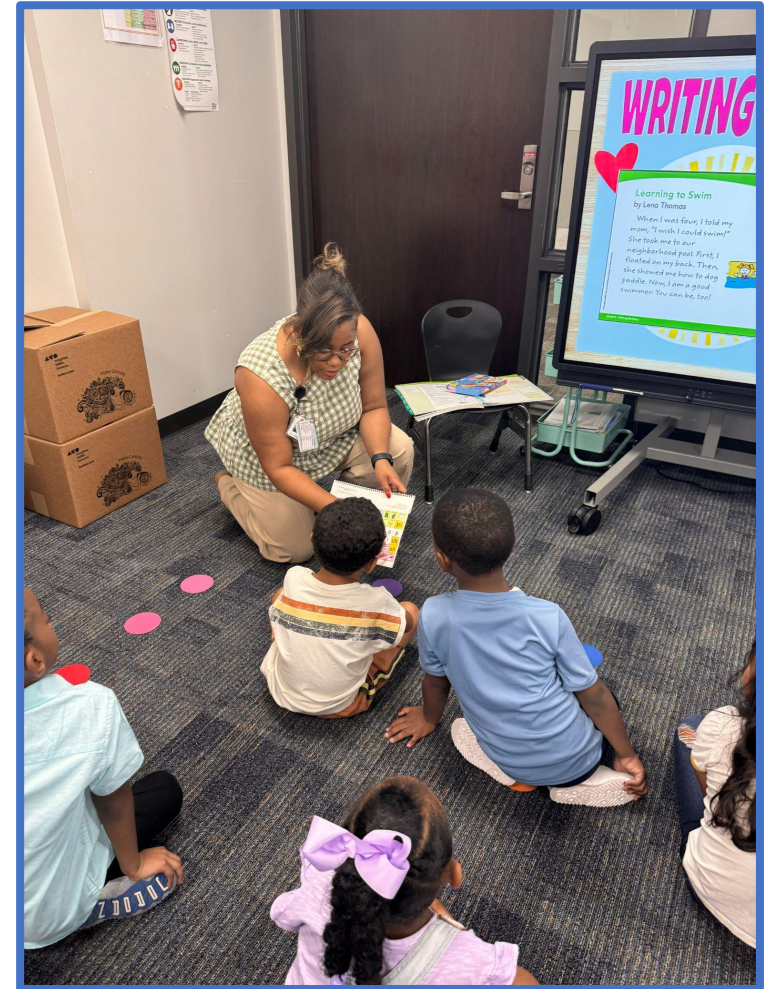
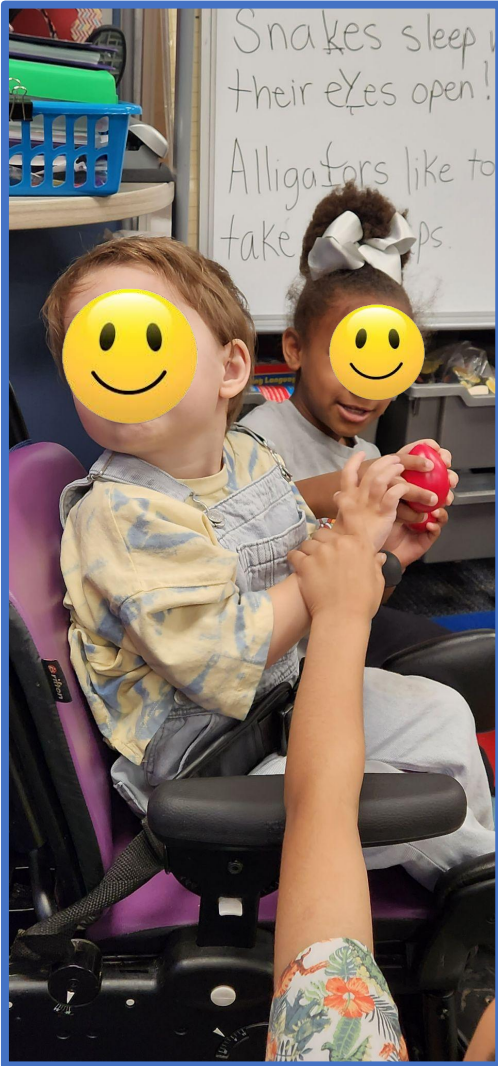
Transitional ECSE: Activity Based Instruction



Collaborative ECSE



Collaborative ECSE



CYPRESS FAIRBANKS

INDEPENDENT SCHOOL DISTRICT

LEARN • EMPOWER • ACHIEVE • DREAM



Coordinator: Michelle Truitt
michelle.truitt@cfisd.net

ECSE Coach: Allison Hamling
allison.hamling@cfisd.net



Adulting Starts Here!



Bridge from 12th grade to Adulthood



Exiting 12th Grade

Students completing 12th grade and graduating should have a transition plan with post-secondary education, employment, or accessing adult services.

VITAL

Transition to Adulthood

VITAL is designed to be a bridge between high school and what the student will do as an adult.



What is VITAL?

Vocational and Independent Training for Adult Learners

- Campus-based program for students in life skills programming
- Focuses on functional, real-life activities in three key areas:



Vocational Training

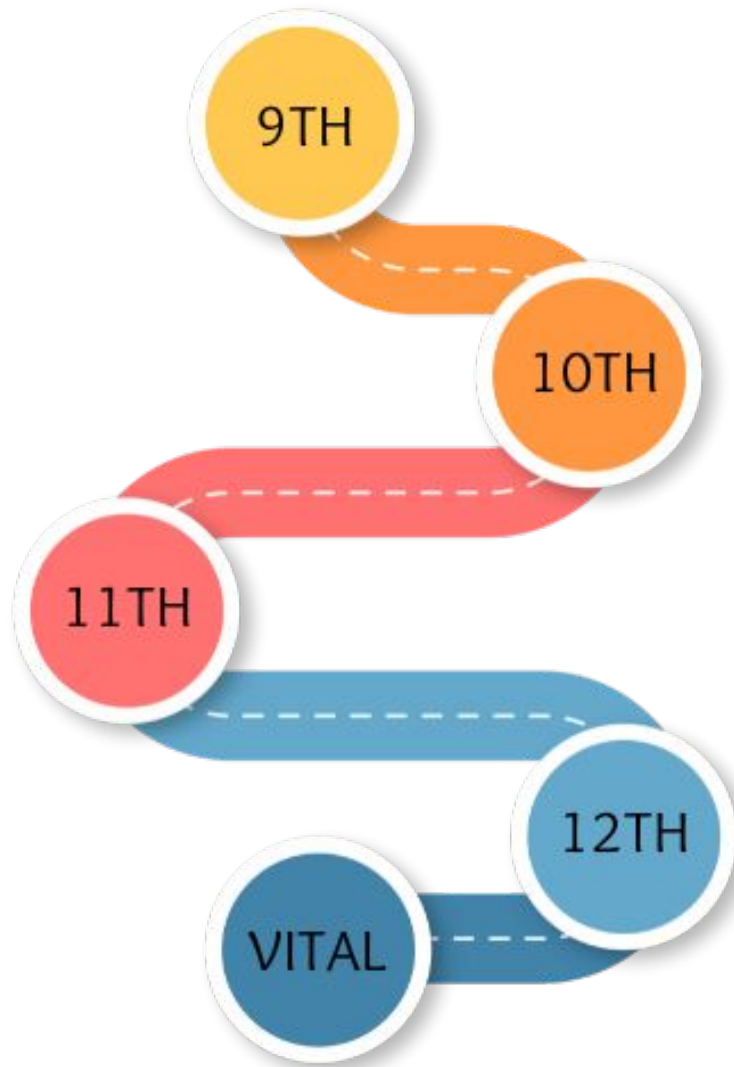


Independent Living



Skills Based Training

- Tailored for students who have completed traditional high school requirements
- Emphasis on practical skills rather than academic subjects



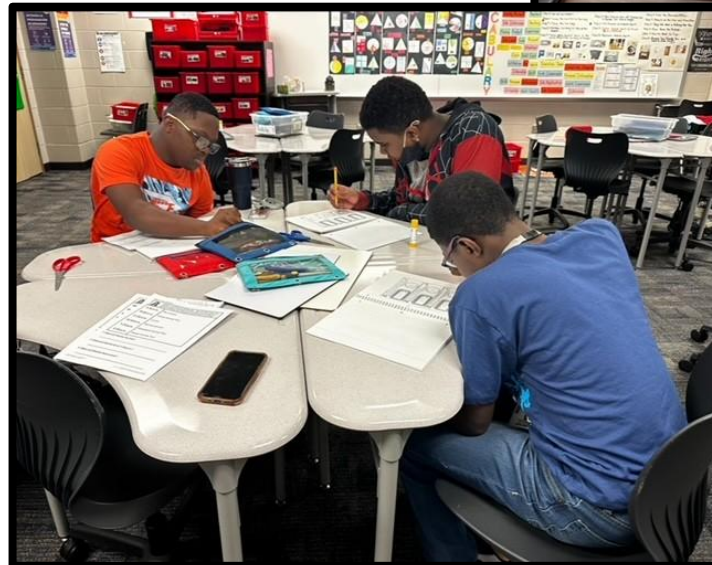
**What are we doing
to prepare our
students for
graduation their
12th grade year?**

Vocational Continuum For Students in Life Skills



PACE (Personal, Academic, and Career Exploration)

Students are exposed to many jobs and start practicing building a resume, writing/stating their personal information, self-advocacy, and other important information needed in job exploration. They start to get a feel for what is out there.



Vocational Continuum For Students in Life Skills

9TH

Community-Based Instruction (CBI)

In high school, campuses are given the opportunity to go on a CBI trip every other week. CBI trips are a way to apply the skills that are being taught in the classroom (money management, grocery shopping, ordering for yourself, community signs, etc.) and generalizing that information in the community. CBI trips continue all throughout their high school career.

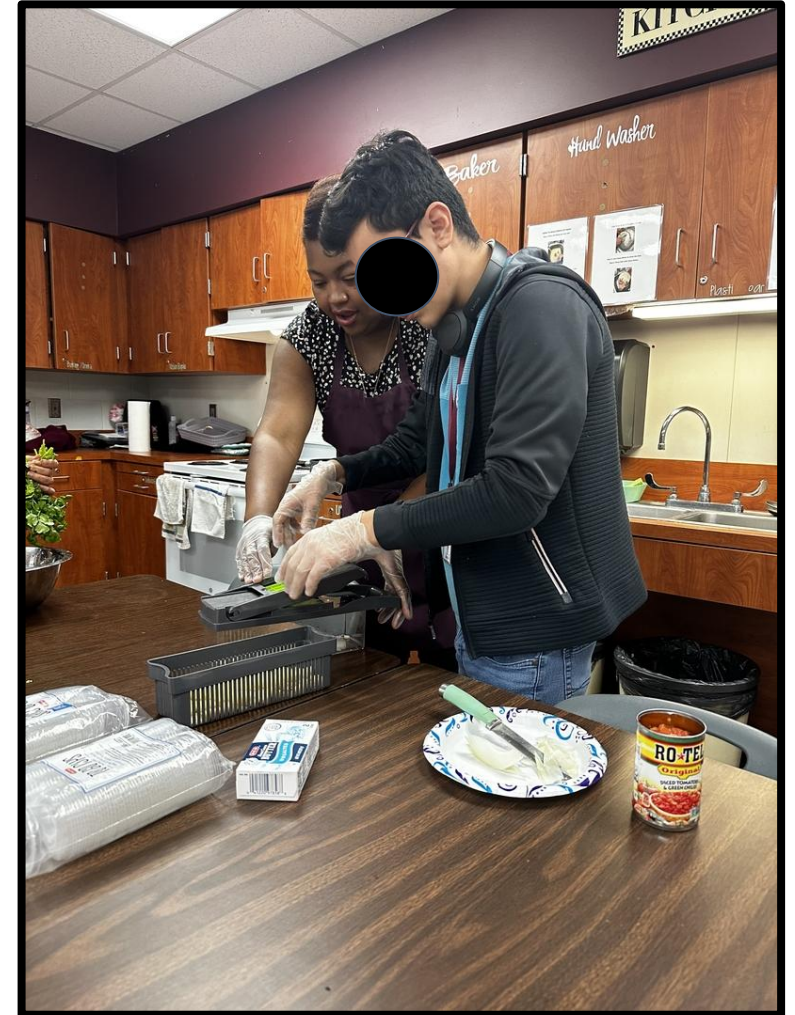


Vocational Continuum For Students in Life Skills



Cooking Curriculum

This is embedded in the science curriculum starting their 9th grade year and continues through their senior year. Each grading period focuses on a different mealtime (breakfast, lunch, dinner, snacks/desserts.) Within that focus, each week focuses on the use of different appliances and utensils (microwave, oven, skillet, crockpot, can opener, blender, etc.)



Vocational Continuum For Students in Life Skills

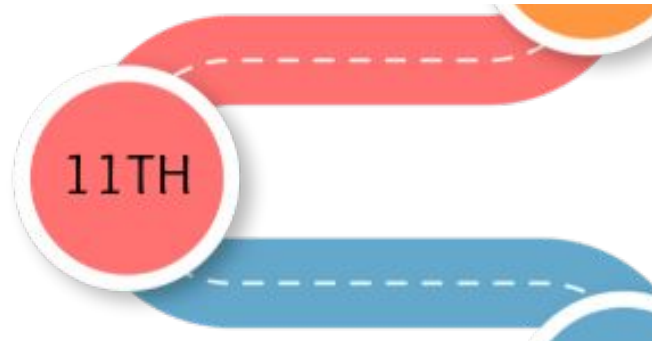
10TH

Occupational Exploration (1 period)

For many students, this is their first full year vocational training class. Many vocational activities will take place in the classroom. Students will work on those real-world skills based lessons (time management, money, personal information).



Vocational Continuum For Students in Life Skills



Occupational Exploration 2 (1 period)

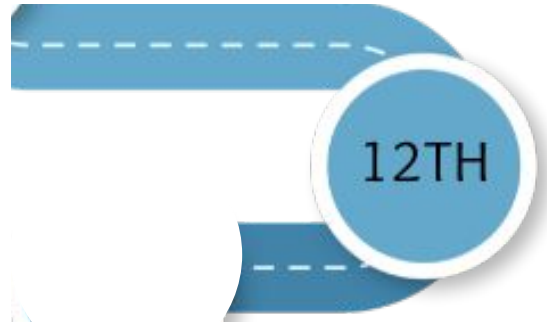
Students should get more opportunities to engage in vocational training around the campus. This could include the cafeteria, library, mailroom, athletics, etc.

Occupational Preparation 3 (2 periods)

Student begin to explore campus AND community based vocational instruction (CBVI). This could include sites such as hotels, restaurants, and retail.



Vocational Continuum For Students in Life Skills



Occupational Exploration 3 (1 period)

Vocational experiences will continue in the classroom and around the campus for students in the one-period class.

Occupational Preparation 4 (2 period)

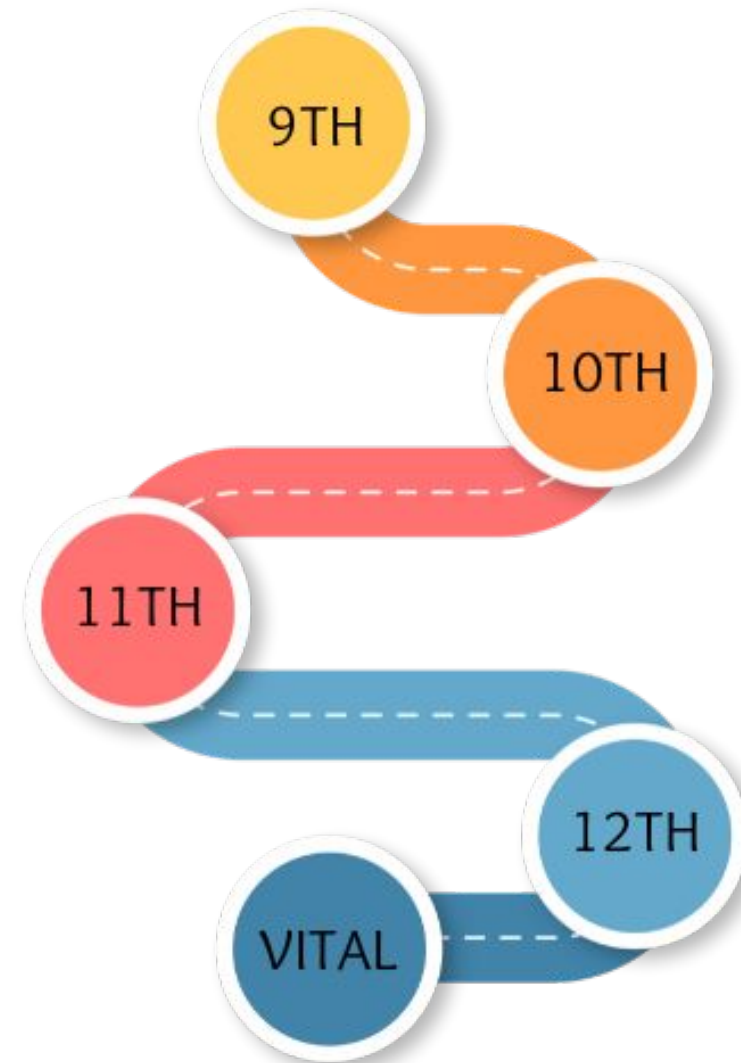
For students in the two-period class, vocational training will focus on community settings (Community-Based Vocational Instruction). Ideally, students would go into the community three times per week.



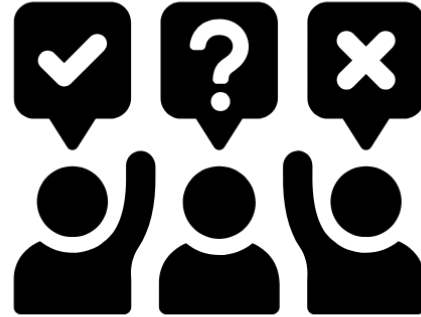
**By the time we
get to
graduation,
students have
had the
opportunity
for...**



Do we need VITAL to help bridge a gap?



These questions and considerations are discussed with the case manager each year (and as needed) when writing the Transition Supplement in the IEP.



- What components from VITAL are needed for that student's specific transition plan?
 - vocational/employment skills
 - independent living skills
 - skills-based training (finance, communication, time, etc)
- Is the student ready for employment?
- What access to services does the family have or need?
- Does the student's continued services require a full day, partial day, or flexible weekly schedule?

Vocational Continuum For Students in Life Skills



VITAL- Vocational and Independent Training for Adult Living

- Can be full or partial day / Can be flexible days per week at the student's home campus
- This program aims to provide instruction focused on the functional skills needed as students transition from high school to their postsecondary adult environment(s).
- Instruction focuses on the three areas *directly* related to post-secondary goals, including **Employment, Independent Living Skills, and Training (skills based)**.



Vocational Continuum For Students in Life Skills



VITAL + Job Coaching

- demonstrated employment readiness skills and are ready to gain competitive employment
- families support employment and the commitment to graduation once employment is secured.
- Students receive vocational support from Job Coaching staff in community settings (job training, applying for jobs, practicing interview techniques, etc.).
- Once students secure employment, staff will continue to provide support for 6-8 weeks, at least once per week, to ensure the employment is successful. Then a graduation IEP meeting will be held.



Other Resources

For life skills AS WELL AS other students with disabilities

- TWC– Texas Workforce Commission
 - Summer Earn and Learn Program
- Goodwill
 - Employability Program
- Free Rides for People with Disabilities
 - MetroLift (doctor's note required)
 - Harris County Rides (FIE required)



Coordinator: Meagan Hawthorn
meagan.hawthorn@cfisd.net

18+ Facilitator: Sophia Perez
sophia.perez@cfisd.net

Northwest Harris County Cooperative for the Deaf/Hard of Hearing



Program Overview

- Serves students who qualify as deaf/hard of hearing
- Eligibility determined by:
 - Individualized Family Service Plan (IFSP) for ages 0-3
 - Admission, Review and Dismissal (ARD) committee for ages 3-21

Benefits of Cooperative Approach



NWHCC

- Addresses low incidence of deafness
- Provides specialized services across multiple districts
- Offers flexible service delivery models
- Ensures access to certified deaf education professionals
- Access to like-peers
- Supports students from birth through high school graduation

Cooperative Structure

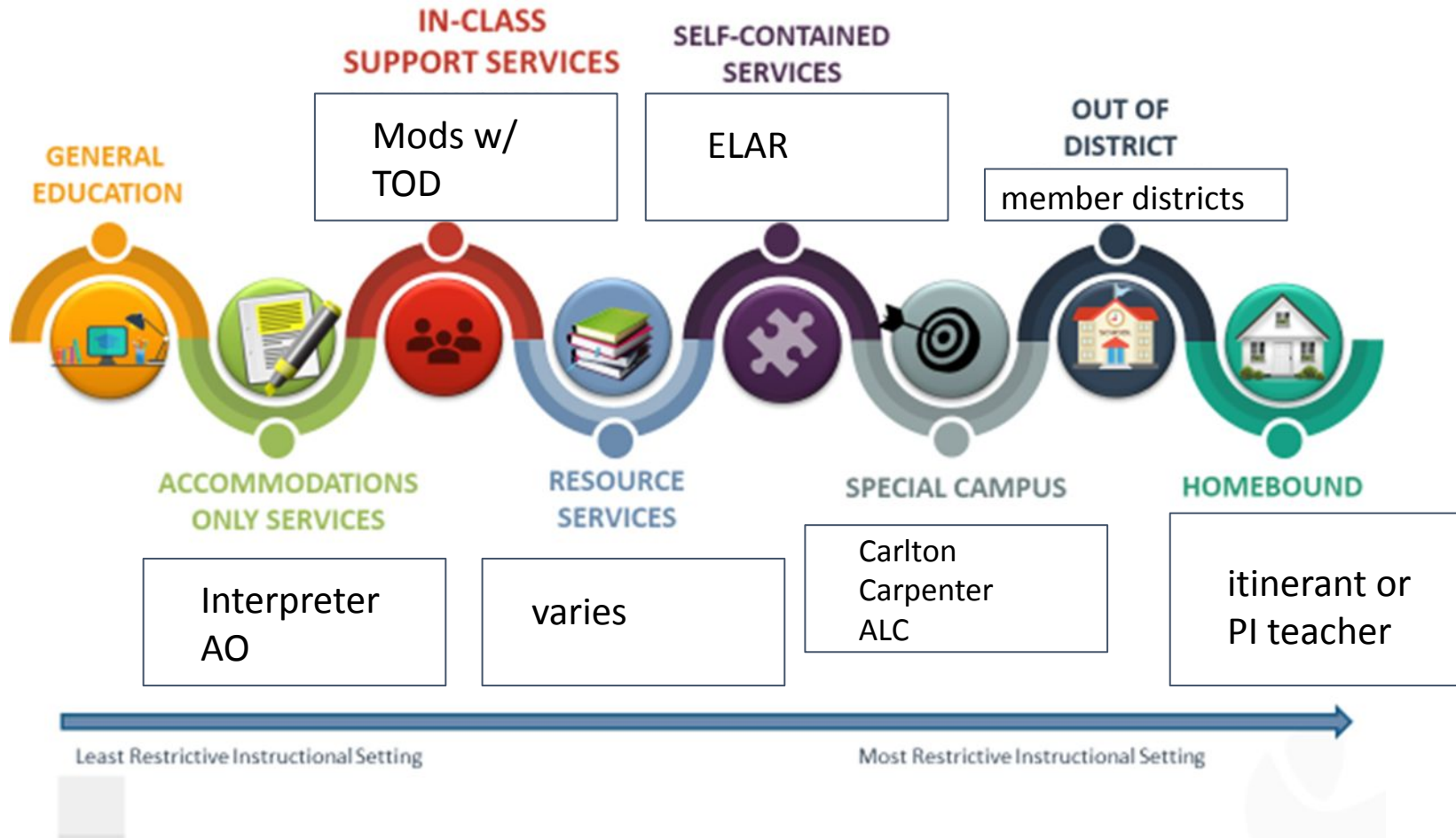
Regional Day School Program for the Deaf/Hard of Hearing (RDSPD)

- Located in Cypress Fairbanks ISD
- Serves five school districts:
 - Cypress Fairbanks ISD
 - Spring Branch ISD
 - Klein ISD
 - Tomball ISD
 - Waller ISD



CFISD CONTINUUM OF SERVICES

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Parent-Infant Program

- Serves children ages 0-3 within member districts
- Coordinated with Early Childhood Intervention (ECI) program
- Home-based program focused on parent(s) and child needs
- Develops language, stimulates speech and auditory skills
- Utilizes SKI*HI model and other educational programs



Itinerant Services

- Serves students ages 3-21 in their home school district
- Certified teachers travel among districts
- Services provided:
 - Direct services:
 - Language development
 - Speech
 - Listening skills
 - Self-advocacy
 - Consult services:
 - IEP participation
 - Hearing equipment training
 - Accommodation recommendations

Site-Based Services

- On-site campuses:
 - Birkes Elementary
 - Matzke Elementary
 - Spillane Middle School
 - Cy-Ridge High School
- Services from Early Childhood Special Education (ECSE) through senior high
- Participation options:
 - see Continuum of Service
- High school offers academic and vocational tracks



Three full time Audiologists

- 2 RDSPD
 - 1 Special Education
-
- Hearing Aid loaner program
 - Ear mold “scholarships”



Matzke



Audiology Booths



Birkes

Expanded Core Curriculum

TEKS ++

- Audiology - understanding hearing loss, amplification & environmental management
- Career Education - exploration & planning, work skills, job seeking skills, money management
- Communication - auditory skills development, LSL/ASL development, expressive/receptive communication
- Family Education - understanding hearing loss, amplification, family/child interactions, education/transition, resources/technology
- Functional Skills for Educational Success - concept development, comprehension, organizational skills
- Self-Determination & Advocacy - self-determination, community advocacy, community resources & supports, cultural awareness, interpreters
- Social-Emotional Skills - personal qualities/traits, self-management, support networks, personal responsibility, decision making, social awareness, conversational skills, conflict resolution

Community Outreach

- Communication Access for all CFISD School Board Work Sessions, Board Meetings, and graduation ceremonies
- Community Sign Language Classes
- Parent University November 16 at CyRidge



Questions?