



DeSoto Independent School District

Desoto ISD Continuum of Services:

- *The following services are currently established at the Elementary, Middle and High School Level*

Mainstream Instructional Setting:

The mainstream setting is an instructional setting where scholars with disabilities receive instruction in a core content area or other curricular area in the general education classroom. The scholar may receive push in special education supports and services for instruction from a campus based special education teacher within the general education classroom setting. The scholar may receive IEP accommodations provided by the general education teacher in consultation with the special education case manager.

Facilitated Support:

Facilitated Support is a push in service provided by paraprofessionals under the supervision of a certified special education teacher. Facilitated support is designed to facilitate the implementation of scholar accommodations in the general education, mainstream setting. Facilitated support is not intended for the implementation of modifications that alter the expectations of a content area.

Inclusion Support:

In the inclusive support setting the certified special education teacher or paraprofessional, under the direct supervision of a special education teacher, provides direct support for scholars with disabilities in the general education classroom.

Teachers may work or move within 2 or more general education classrooms during a class period. Frequency and intensity of support varies among settings based on the needs of the scholars scheduled for that content area instruction. Minutes are documented in the scholars' IEPs. Services may be bell-to-bell, or designated by minutes per day. Special education teachers **MUST** provide inclusion support for scholars receiving a modified curriculum in the general education environment. All models of inclusion instruction must be provided: These models include:

- **Supportive Teaching/ One Teach One Assist:** One teacher takes the lead instructional role and the other rotates among the scholars to provide support. This person watches and listens as scholars work together, stepping in to provide one-to-one tutorial assistance when necessary while the other teacher continues to do direct the lesson.





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- **Parallel Teaching:** Two teachers work with different groups of scholars on the same concepts in different sections of the classroom. Concepts may be taught in different formats.
- **Station Teaching or Small Group Instruction:** One teacher is teaching a concept, the other is teaching a group that enhances or re-teaches a concept and another group might be working on independent practice or independent.
- **Alternative Teaching:** one teacher manages the large group while the other teacher delivers an alternate lesson, or the same lesson with alternate materials or approaches to a small group of scholars for a specific instructional purpose.
- **Team Teaching:** Two teachers plan, teach, assess, and assume responsibility for all of the scholars in the classroom for that particular lesson. Roles may shift throughout the lesson but both teachers are fully engaged in the delivery of the core content.

Resource:

A resource instructional setting is any amount of time that a scholar receives intensive direct instruction from a special education teacher, in a separate setting from the general education classroom, to address the specific goals in the scholars' IEP. Resource must be intensive accelerated instruction aligned with the scholar's enrolled grade level TEKS. Scholars must have specific goals related to the instruction they are receiving in the pull-out resource time. Each campus must be able to provide resource services.

Each elementary campus will provide an option of services that allows for pull out time that does not replace the entire core content area. Services will be provided as necessary for the scholar to make progress in the enrolled grade level curriculum. The only time that Resource services should replace the core content instruction for the entire class period is when the scholars assessed instructional level is significantly below the enrolled grade level (at least 2 years or more) and the scholar has modified academic achievement for the core content areas.

Each secondary campus will provide Resource classes which replace the general education class for the core content areas. The scholars assessed instructional level must be significantly below the enrolled grade level (at least 3 years or more) and the scholar has modified academic achievement for the core content area. Middle Schools and High Schools can continue to provide intensive reading resource classes that are addressing the scholar's IEP for reading and not considered as a replacement for the general education ELA class.





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DeSoto ISD Special Education Centralized Programs

- *The following services are currently established at the Elementary, Middle and High School Level*

*** Special Education Centralized Program Placement**

Placement of Special Education scholars in a centralized program must be determined by each scholar's ARD Committee. However, campus location of each program and location of each scholar's placement at each campus will be determined administratively. Scholars will be assigned to campus locations with consideration of the scholar home residence.

Frequency and duration of placement into a Special Education Centralized Program is determined by an ARD committee with consideration of the eligible scholar's Present Levels of Academic and Functional Performance, goals and appropriateness of Least Restrictive Environment.

Nurturing Early Structured Teaching (NEST):

NEST is a program focused on fostering early communication in a highly-structured teaching environment. NEST instructional programming will focus on "ready-to-learn" or pre-academic skills needed to be successful in a full day instructional environment (such as joint attention, turn taking, tolerance, classroom behavior, responding to interruptions in routine, and early academic readiness skills). Structured teaching addresses challenging behaviors in a proactive manner by creating appropriate and meaningful environments that reduce the stress, anxiety, and frustration which may be expressed by children with communication limitations due to the nature of their identified disability. Challenging behaviors may occur, due to:

- Language comprehension difficulties
- Expressive language difficulties
- Social relations difficulties
- Sensory processing difficulties
- Resistance to change
- Preference for familiar routines and consistency
- Organizational difficulties
- Difficulty attending to relevant stimuli
- Distractibility

The program will implement a variety instructional methods (e.g., visual support strategies, communication exchange, sensory integration strategies, discrete trial training) to improve early childhood outcomes:





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1. Positive Social and Emotional Skills (e.g., relating to adults, relating to other children, following rules related to interacting with groups or others).
2. Knowledge and Skills (e.g., reasoning, remembering, and problem-solving, understanding symbols, and understanding the physical and social worlds)
3. Taking Appropriate Action to Meet Needs (e.g., taking care of basic needs, contributing to own health and safety, and getting from place to place, mobility, and using tools).

Early Childhood Special Education (ECSE):

The Early Childhood Special Education Class (ECSE) provides educational and support services for children ages 3 to 5 with identified delays in one or more of the five developmental areas. These developmental areas are: motor, social/emotional, self-help, communication, and pre-academic. The ECSE classrooms in DeSoto ISD support and teach developmental skills through active play. Play is an important vehicle for children's social, emotional, and cognitive development (Bradenkamp & Copple, 1997). It is important to understand that children are active constructors of knowledge and that development and learning are the result of interactive processes. Play gives children opportunities to understand the world, interact with others socially, express and control emotions, and develop early literacy skills. Children are able to practice newly acquired skills, attempt novel and challenging tasks, and solve complex problems through play. Play provides the opportunity to explore the environment. Teachers support this exploration in the environment by modeling language and appropriate play skills. Child-initiated, teacher supported play is an essential component of developmentally appropriate service.

B.A.S.E. (Behavior, Academic, Social, Enhancement):

BASE is designed to provide targeted instruction and intervention in one or more particular areas to help the scholar access the general curriculum. These scholars may be a grade level or two behind academically, require check-in or check-out, daily social skills, a cool down spot, but require minimal support for a majority of their day. The BASE service is documented as a pull-out service; minutes are documented for each grading period.

Behavior Improvement Class (BIC) Setting:

Behavior Intervention Classes are for scholars with severe emotional/behavioral concerns that adversely affect the scholar's, or others' educational performance, and whose needs cannot be met appropriately in other settings. The BIC provides a higher level of structure and individualization for scholar success. BIC will provide a setting for scholars who cannot be educated in a less restrictive setting, such as a combination of general education classes, as well as other special education settings. An individualized Behavior Intervention Plan may be implemented in any of these settings based on scholar need to ensure success. The BIC program





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utilizes evidenced based positive behavior supports that include a leveling system, daily point sheets, token economy, functional behavior assessment, and positive reinforcement.

Applied Academics:

Applied Academics is intended for scholars that are accessing the curriculum through pre-requisite skills with significant, pervasive academic needs that cannot be met in the resource setting. Academic Applications focuses on providing instruction focusing on the following: assisting each scholar in experiencing success in academic and/or elective subjects at his/her ability level, assisting each scholar in securing functional/self-help, vocational, and job-related skills as appropriate; assisting each scholar in obtaining socialization skills to be used in daily and community living; and increasing skills that lead to independence within the community. Core academic subjects will be provided within the context of this program as determined by each scholars' Individualized Education Program. Frequency and duration of placement into this program is determined by an ARD committee with consideration the scholar's Present Levels of Academic and Functional Performance, goals and appropriateness of Least Restrictive Environment.

STRIVES: (Structured Teaching Reinforcing Independence with Visual Environments & Supports)

STRIVES classes are communication classes designed to provide a highly structured instructional program for scholars with an Autism Spectrum Disorder, or other disorder(s) whose academic, communication, and behavioral needs cannot be met in other settings. The focus of the STRIVES class is to provide class instruction with the following features: A verbal language (behavioral) approach to language acquisition (assumes scholars do not acquire language "incidentally" i.e., just by being around others); A high degree of classroom structure – physical, academic, and behavioral; Emphasis on the development of effective communication skills through specialized, direct instruction based on the principles of applied behavior analysis and Skinner's analysis of verbal behavior. This includes, but is not limited to, high rates of reinforcement, fast-paced instruction, discrete trial training and a behavioral approach to the acquisition of language. The daily schedule of activities includes intensive teaching trials with carefully arranged contingencies (prompting, fading, careful shaping, transfer of stimulus control use of motivating operation, differential reinforcement, etc.); Management of behavior through an individualized Behavior Intervention Plan recognizing that many children with Autism or other developmental disorders exhibit strong and persistent negative behaviors that impede teaching and learning; Social skills development recognizing the importance of language development in the demonstration of social skills. It is important to note that a significant component of social behavior involves verbal behavior, and if a child cannot mand (request)



respond with intraverbal answers to the demands of others, or serve as the listener, social interactions will be limited.

Life Skills:

Life Skills classes are designed to provide instruction for scholars whose educational needs cannot be met in other settings. Scholars have severe to profound delays in the area of cognition and are generally non-ambulatory and/or medically fragile. Educational programs emphasize basic life skills with the integration of functional prerequisite academics. An integrated IEP may be developed to ensure coordination of services: The focus of instruction in the Life Skills classes is: the establishment of skills in tolerating environments, choice making, visual and/or auditory stimulation and the use of appropriate forms of communication; the building of independence in daily living skills, social interactions, emotional development and recreation/leisure activities; the building of tolerance in fine and gross motor development and environmental awareness; the provision of assistive technology to access the environment or for communication as determined necessary by the ARD committee for scholars in order to meet individual educational goals; the provision of positive behavioral supports and interventions when needed; and training in vocational/pre-vocational skill areas when determined by the ARD Committee to be appropriate for secondary scholars.

VAC (Vocational Adjustment Class):

The Vocational Adjustment Class is an instructional program that provides special education and related services through work-based learning activities and experiences. Instruction is designed to meet the needs of the individual scholar to reinforce workplace competencies, as defined by the ARD committee. Instruction may be provided in a variety of environments, including on the job training to develop employability skills.

The mission of DeSoto ISD is to prepare each scholar academically and socially to be a
problem solver and productive citizen for a 21st century global society.