

BIRDVILLE ISD

Special Education Programs

Birdville ISD offers the following programs in the continuum of Special Education Services:

General Education: The General Education setting is an instructional setting where students with disabilities receive instruction in a core content area or another curricular area in the general education classroom.

In-Class Support: In-Class Support is for students who access TEKS through accommodations and/or modifications in the general education setting. A student's IEP must include the provision of specially designed instruction such as teaching prerequisite skills, pre-teaching vocabulary and key concepts or re-teaching. Minutes on the schedule of services page are documented as days per week and serviced by a special education staff member. Services are individualized according to the needs of the student and based on ARD committee recommendations.

Resource: Resource classes are for students to receive intensive direct instruction from a special education teacher in a separate setting from the general education classroom. The special education teacher must address specific goals in the student's IEP. IEP goals should be aligned to the grade level TEKS and identified deficit skills based on assessments.

The **Early Childhood Special Education (ECSE)** program serves children who are ages 3–5 and require early special education intervention with a focus on cognitive, social-emotional, language and communication, and physical skills in an effort to allow these children to be educated in an inclusive setting and to learn skills that they can further utilize as they transition into the elementary setting.

The **Structured Environment to Enhance Communication (SEEC)** program provides an intervention environment designed to meet the needs of students who have multiple learning and language acquisition barriers such as 1) negative behaviors, 2) poor instructional control, 3) absent, weak or impaired verbal behavior, 4) prompt dependence, 5) scrolling responses, 6) impaired scanning skills, 7) failure to make conditional discriminations, 8) failure to generalize skills, 9) weak or atypical motivators, 10) response requirement weakens motivation, 11) reinforcement dependent, 12) self-stimulatory behavior, 13) articulation problems, 14) obsessive-compulsive behavior, 15) hyperactivity, 16) failure to make eye contact or attend to people, and 17) sensory defensiveness. As appropriate, a student can transition to general education settings, inclusive classrooms, resource settings, or other specialized programs depending on their learning trajectory and ability to comprehend academic content presented in those environments.

The **Alternative Curriculum Centered for Exceptional Student Success (ACCESS)** program generally serves students with severe physical and/or mental impairments. Oftentimes these students are not independently mobile, require assistance to care for their daily needs and may be considered medically fragile. Focus of instruction includes visual and auditory stimulation, motor skill development, assistive technology, developmentally appropriate academic instruction, interaction with others and communication skills. The ACCESS program assists students in developing communication, self-help and functional living skills in order to attain maximum independence.



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The **Academic and Adaptive Behavior Learning Environment (AABLE)** program includes students with significant deficits in cognitive and adaptive behaviors who demonstrate needs in functional and developmental areas. Instruction emphasizes academics, communication, socialization, personal management, vocational, and functional skills.

The **Outcome-based Measures Educating Growing Adults (OMEGA)** program generally serves high school students with intellectual disabilities or autism who require a curriculum focusing on functional academics, communication, social skills, vocational training, and/or independent living skills training as determined by their postsecondary goals.

The **Positive Approach to Student Success (PASS)** program is designed to serve students whose behaviors impede their learning or the learning of others. PASS is a comprehensive, multilevel program that incorporates Positive Behavior Support, research-based practices and interventions, with the goal of maximizing student placement in mainstream settings where they have access to the general curriculum and interactions with peers.

The **Teaching for Emotional Academic and Motivational Success (TEAMS)** program focuses on the instructional and behavior management/social adjustment needs of those students who have become persistently disruptive of the educational process in spite of reasonable attempts in less restrictive settings, such as the PASS program, to help them learn behaviors appropriate for school. These students will require very high levels of structure and very systematic behavior management procedures with a concentration on learning to function positively in social situations requiring cooperation, compliance with rules and directions, and ability to control impulses.

The **Transition Academy of Birdville (TAB)** program is designed for students who have completed all of their academic credits required for graduation, and who have been given the opportunity to participate in graduation ceremonies with their age appropriate peers. They receive a certificate of completion at that time, and upon exiting the TAB program, the student receives a Regular High School Diploma. The hours of support provided by the program are individually determined, resulting in the student attaining employment, developing street safety skills, volunteering, and accessing community resources. Instructional activities are developed based on person-centered planning and reflect transitional outcomes leading to employment. Instruction occurs both on campus and in the community and emphasizes skills supporting: communication, socialization, personal management, vocational, functional math, and functional Language Arts, which lead to independence and employment. Locations include work-based learning sites, postsecondary education options and community sites. The specific locations where the instruction occurs and the supports needed are based on the individual needs of the adult student's IEP as developed by the ARD committee.

The **Birdville Regional Day School Program for the Deaf (BRDSPD)** serves students who are deaf and hard-of-hearing. They belong to a group that is culturally and linguistically diverse. The program provides for each student's unique communication mode. Communication and language is developed for students (in alignment with TEC §29.303) in order to become successful participants in society. There are critical eligibility requirements which contribute to the recommendations of the students' ARD committee.

