



FBISD *Reimagined*
INSPIRE • EQUIP • IMAGINE

Disability Awareness:
Supporting Students Served
Through Special Education
Spring 2022

Learning Intentions:

- You will learn about the 13 disability categories that can qualify a student for special education services
- You will learn about the specialized programs available for students receiving special education services in FBISD
- You will learn student characteristics of the most common disability categories in FBISD
- You will learn the difference between accommodations and modifications
- You will learn research-based strategies and supports aligned to the various disability categories

Success Criteria:

- I can identify the 13 disability categories that allows a child to receive special education services
- I know the programs available for a student receiving special education services in FBISD
- I can explain the difference between an accommodation and a modification
- I can identify some common characteristics of students identified with the following disabilities: Autism Spectrum Disorder, Specific Learning Disabilities, Other Health Impaired, Emotionally Disturbed and
- I can identify my students' unique learning needs and select the appropriate accommodations to support them

Fort Bend ISD District Goals



District Goal 1

Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.



District Goal 2

Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.



District Goal 3

Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.

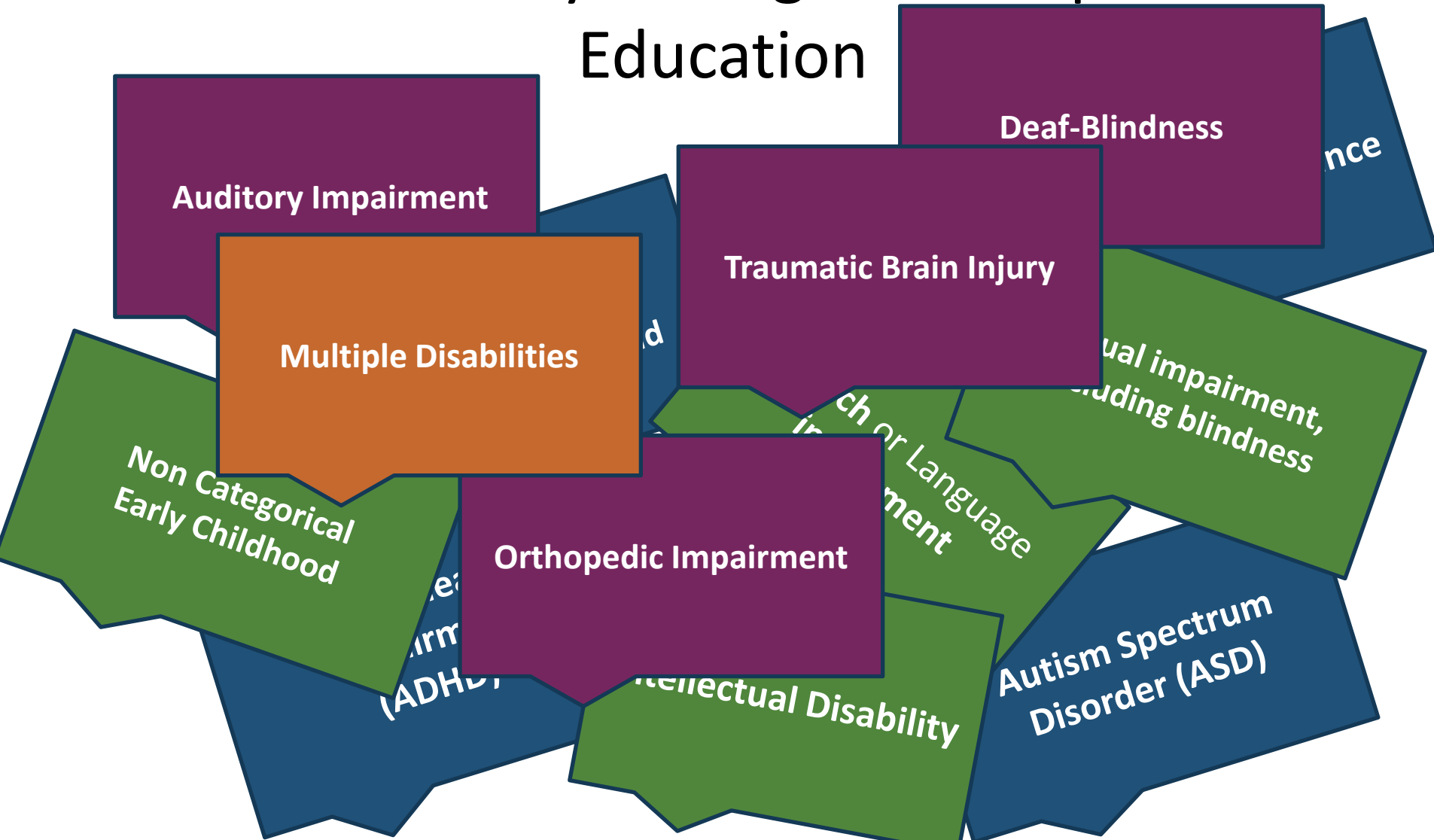


District Goal 4

Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.



13 “Disability” Categories in Special Education



TYPES OF DISABILITIES

The following information regarding the 13 disabilities under IDEA 2004 is as follows:

Auditory Impairment (AI)

Means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

Autism (AU)

Means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Deaf-Blindness (DB)

Means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness

Emotional Disturbance (ED)

Means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors;
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- Inappropriate types of behavior or feelings under normal circumstances;
- A general pervasive mood of unhappiness or depression; and
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia. The term does not apply to children who are maladjusted unless it is determined that they have an emotional disturbance as defined in this section.

Learning Disability (LD)

Means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. This category does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage.

Intellectual Disability (ID)

Means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

Multiple Impairments (MI)

Means concomitant impairments, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple impairments does not include deaf-blindness.

In order to meet the definition of Multiple Impairment,

- 1.the student's disability is expected to continue indefinitely; and
- 2.the disabilities severely impair performance in two or more of the following areas:
 - psychomotor skills;
 - self-care skills;
 - communication;
 - social and emotional development; or
 - cognition.

Orthopedic Impairment (OI)

Means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease, and impairments from other causes

Other Health Impairment (OHI)

Means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the learning environment that is due to chronic or acute health problems and adversely affects a child's educational performance.

Speech Impairment (SI)

Means a communication disorder, such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child's educational performance.

Traumatic Brain Injury (TBI)

Means an injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects the child's educational performance. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries by birth trauma.

Visual Impairment (VI)

Means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Non-categorical Early Childhood (NCEC)

Means a student between the ages of three through five who is evaluated as having , emotional disturbance, a specific learning disability, or autism may be described as non-categorical early childhood. The student must meet all of the eligibility criteria for the appropriate handicapping condition, MR, ED, LD, or AU in order to consider the use of NCEC.

13 “Disability” Categories in Special Education

Disability	Acronym	Educational Setting
Specific Learning Disability	SLD / LD	Typically General Education
Autism	AU	
Other Health Impaired	OHI	
Speech Impairment	SI	
Emotional Disturbance	ED	
Intellectual Disability	ID	Many Students in these Categories are serviced in Specialized Programs but may spend a part of their instructional day in a General Education setting, often with support
Auditory Impairment	AI	
Non Categorical Early Childhood	NCEC	
Visual Impairment	VI	
Orthopedic Impairment	OI	
Traumatic Brain Injury	TBI	
Deaf-Blind	DB	
Multiple Disabilities	MD	

Specific Learning Disability

“Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations.”

Excludes...

- Visual, Hearing, or Motor disabilities
- Intellectual disabilities
- Emotional disturbance
- Environmental, cultural or economic disadvantage

Specific Learning Disability

Basic Reading

The student struggles with decoding and/or automaticity with basic sight words

Area of Difficulty/Impact	Strategies and Accommodations
<ul style="list-style-type: none"> • Reading large amounts of text • Reading text within time constraints • Decreased comprehension because so much mental energy is spent trying to decode • Reading information outside of context • Decoding unfamiliar words 	<ul style="list-style-type: none"> • Break passages into smaller chunks • Pre-teach content vocabulary • Shorten assignments • Provide additional time to read assignments • Frequent checks for understanding • Reading assistance • Oral administration of texts • Text to speech software • Modified texts (use texts with lower readability)

Reading Comprehension

The student does not understand or remember what is being read

Area of Difficulty/Impact	Strategies and Accommodations
<ul style="list-style-type: none"> • Limited vocabulary • Lack of background knowledge to interact with text • Limited monitoring for understanding when reading • Difficulty remembering what is read or identifying important information • Difficulty differentiating between relevant and irrelevant details. 	<ul style="list-style-type: none"> • Build prior knowledge and connect reading to that knowledge • Pre-teach content vocabulary • Teach Visualization Strategies • Provide a structured system for monitoring meaning • Frequent checks for understanding • Have multiple opportunities for discussion • Explicitly teach good reading characteristics: thinking when reading, reading for a purpose; preview text; predict when reading; generates questions when reading; determines unfamiliar words; • Use semantic maps and graphic organizers in SC, SS and writing

Specific Learning Disability Cont'

Reading Fluency

The student reads slowly without expression

Area of Difficulty/Impact

- Reading large amounts of text
- Reading text within time constraints
- Decreased comprehension because so much mental energy is spent trying to decode

Strategies and Accommodations

- Break passages into smaller chunks
- Use repeated readings
- Used timed readings at student's instructional level
- Provide additional time to read assignments
- Reading assistance outside of reading instruction
- Oral administration of texts
- Text to speech software
- Teach phrased reading
- Model fluent reading and provide numerous opportunities for students to hear fluent reading

Written Expression

The student struggles to provide written responses or produce coherent, cohesive writing

Area of Difficulty/Impact

- Does not generate writing (difficulty with the physical aspect of writing)
- Spelling undermines understanding of written text
- Use of low level vocabulary when writing
- Numerous grammar and mechanics errors
- Writing is disorganized and/or nonsensical
- Difficulty with generating ideas for writing

Strategies and Accommodations

- Graphic organizers
- Writing frames
- Pre-writing activities
- Vocabulary/Spelling list provided
- Use of a dictionary/thesaurus
- Sentence starters
- Use of a word processor
- Multiple opportunities to discuss/talk through writing ideas before drafting
- Allow oral responses/Reduce writing demands

Math Calculation

The student struggles with computation and basic math algorithms

Area of Difficulty/Impact

- Difficulty memorizing math facts
- Uses immature procedures when solving problems (will draw a picture for $100+100$)
- Difficulty paying attention to the operational sign
- Trouble borrowing or carrying appropriately
- Trouble sequencing the steps in complex operations

Strategies and Accommodations

- Ensure conceptual understanding of math skills, prior to rote memorization
- Practice, practice, practice
- Incorporate fun ways to reinforce skills like board games, computer games, etc.
- Allow the use of a math chart or calculator
- When teaching word problems or problem solving use simple numbers so that the inability to compute won't undermine the task
- Teach complex operations one-step at a time.
- Don't penalize for incorrect computation if the process was correct

Math Reasoning/Math Problem Solving

The student struggles choosing a problem solving method/operations for math problems.

Area of Difficulty/Impact

- Difficulty understanding what the problem is asking them to do
- Difficulty developing a plan to solve problems
- Difficulty choosing an operation
- Difficulty solving multi-step problems
- Trouble understanding math vocabulary
- Trouble evaluating answers for reasonableness

Strategies and Accommodations

- Teach new information concretely
- Break problems into manageable steps
- Use mnemonic devices
- Provide visual supports
- Reduce complexity of word problems
- Remove extraneous information
- Teach explicit problem solving strategies

Autism Spectrum Disorder

AFFECTS

- Verbal communication
- Non-verbal communication
- Social interaction

CHARACTERISTICS

- Engagement in repetitive activities and stereotypical movements
- Resistance to environmental or routine changes
- Unusual response to sensory experiences

AUTISM

A developmental disorder that affects communication and social interactions; and may present with atypical behaviors.

Area of Difficulty/Impact	Strategies and Accommodations
<ul style="list-style-type: none"> • Being a concrete literal thinker and having difficulties with abstract concepts, such as inferencing • Having difficulties with organization • Relying on rote memory to demonstrate knowledge; but lacking comprehension • Focusing on details • Difficulties with written tasks, especially if topic is not of interest • Difficulties reading non-verbal cues (facial expressions, gestures, body language) and missing the social relevance of verbal cues (tone, rate, pitch, and volume) • Difficulty resisting strong impulses • Difficulty accepting that some things are not possible • Insistence of sameness, rigid routines • Obsessive interest in item, idea, and activity • Appearing non-compliant • Lacking perspective taking • Lacking emotional reciprocity (give and take with communication partner, empathy) • Exhibiting a short attention span • Becoming distracted by internal or external stimuli • Exhibiting odd and repetitive behaviors • Difficulties with making or keeping friends • Limited ability to communicate effectively with either peers or adults • Limited ability to communicate basic needs • False impression of understanding an instruction when such comprehension is not actually taking place • Making inappropriate comments or coming across as “bossy” 	<ul style="list-style-type: none"> • Give directions step-by-step, verbally and visually. Depending on the severity of the child’s condition, they may also require physical supports or prompts. • Directions and instruction needs to be concrete and explicit (i.e. using manipulatives, hands-on activities, demonstrations, task analysis, charts, etc.) • Build opportunities for the student to have social and collaborative interactions throughout the regular school day. Social skills instruction <u>may be needed.</u> • Have consistent routines and schedules. Prepare the student for changes to the schedule. • Teach specific social rules/skills, such as turn-taking and social distance. • Avoid using sarcasm and idioms. If a student accidentally knocks all your papers on the floor and you say “Great!” you will be taken literally and this action might be repeated on a regular basis • Give very clear choices and try not to leave choices open-ended. • Teach what “finished” means and help the student to identify when something has finished and something different has started. • Use various means of presentation – visual, physical guidance, peer modeling, etc. • Do not take apparently rude or aggressive behavior personally; recognize that the target for the pupil’s anger may be unrelated to the source of that anger. • Avoid overstimulation. • Seek to link work to the pupil’s particular interests. • Protect the student from teasing by providing peers with some awareness of his/her particular needs. • Allow some access to preferred activities or objects for reinforcement of expected behaviors.

Emotional Disturbance

AFFECTS

....are demonstrated over a long period of time, to a marked degree, and adversely affect educational performance

SYMPTOMS

....are demonstrated over a long period of time, to a marked degree, and adversely affect educational performance

Emotional Disturbance

Relates to a student's emotional and behavioral functioning generally characterized by an inability to build/maintain satisfactory relationships; inappropriate types of behavior/feelings under normal circumstances and/ or a general pervasive mood of unhappiness/ depression

- May respond to a situation with an atypical behavior or emotion, like depression, withdrawal or aggression
- May have difficulty maintaining personal relationships with others, to include peers or teachers both in and out of school
- Difficulty regulating behaviors, thoughts or, feelings. Some students display unhappiness
- Hyperactive (short attention span, impulsive);
- Aggressive/self-injurious (acting out, fighting);
- Withdrawn (fails to initiate interaction with others, retreats from exchanges or social interaction, excessive fear or anxiety);
- Immature (inappropriate crying, tantrums, poor coping skills); and
- Learning difficulties (academically performing below grade level)
- Student may exhibit difficulties with self-awareness and self-esteem
- May display excessive fear or anxiety in social situations
- May withdraw from others in the class setting and appear isolated; may feel the need for "flight" from aversive settings/situation
- May exhibit symptoms of depression or unhappiness
- May ascribe negative attitudes towards self or one's abilities within the learning environment
- Emotional lability may result in cause event or

- Provide structured academic tasks
- Establish consistent routines
- Provide positive reinforcement for expected behaviors
- Planned ignoring of minor behavioral infractions
- Frequent reminders of expectations (verbal and visual cues)
- Provide earned privileges and activities
- Teach self-monitoring of behaviors
- Provide modeling, rehearsal & feedback
- Preview activities and tasks
- Adjusting task difficulty when frustration is noticed
- Teach choice-making
- Use a token economy
- Use contingent reinforcers
- Consider academic contracting
- Explicitly teach social skills
- Teach coping and relaxation techniques like common thinking errors; counting to 10; and deep breathing.
- Encourage journaling
- Provide time for students to interact with peers who demonstrate appropriate behavior

Emotional Disturbance Con't

Area of Difficulty/Impact

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| <ul style="list-style-type: none"> • Poor coping strategies; low frustration tolerance • May display covert aggression (e.g. lying, cheating, vandalizing) • May display limited perspective-taking skills in various situations with others • May act out in class, and may not appear to respond to discipline from teachers • May display language problems in both expressing ideas and in understanding what others are communicating. • May not have strategies to be successful in school, such as memorization skills and attention, which may lead to academic difficulties. • May struggle with organization and time-management. • May have average, or even above-average academic achievement, though classroom grades may not reflect abilities • May display work refusal behaviors • Feelings/emotions may impact student to believe they are incapable of academic success; may lead to “learned helplessness” |
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Other Health Impairment

- Chronic, acute health problem that results in
 - Limited strength, vitality or alertness
 - Adversely affects educational performance resulting in a need for special education services

Examples: Asthma, diabetes, heart conditions, ADD/ADHD



OHI for ADHD (Other Health Impairment)

A medical disorder characterized by difficulty with executive functioning tasks (organization, planning, focus, ability to shift, time management, motivation, emotional control, restraint). May also present as hyperactivity.

Area of Difficulty/Impact	Strategies and Accommodations
<ul style="list-style-type: none"> • Starting activities or tasks • Completing activities • Shifting plans when situations change • Focusing only on one task • Shutting down when parents or peers don't act as expected • Hyperactivity/incessant movement • Appear immature • Comprehending how much time a project will take to complete • Struggles to tell a story (verbally or in writing); has trouble communicating details in an organized, sequential manner • Has difficulty with the mental strategies involved in memorization and retrieving information from memory • Retaining information while doing something with it; e.g., remembering a phone number while dialing. • Prioritizing tasks • Forget what they've just heard or read • Following directions or a sequence of steps • Panic when rules or routines change • Get overly emotional and fixate on things • Have trouble organizing their thoughts • Have trouble keeping track of their belongings • Loses track of time • Engages in risky behavior • Has trouble working in groups • Is overly optimistic or unrealistic 	<ul style="list-style-type: none"> • Provide a highly structured setting • View concerns as a disability condition and NOT behavior. • Use visual aids to assist with organization. • Use tools like time organizers, computers, or watches with alarms. • Provide schedules • Give directions in multiple modalities. • Plan for transition times and shifts in activities. • Create checklists with time estimations for each part. • Break long assignments into chunks, and assign timeframes for completing each one. • Provide calendars to help keep track of long-term assignments, due dates, and activities. • Make a checklist for getting through assignments. For example, a student's checklist could include such items as: get out pencil and paper; put name on paper; put due date on paper; read directions; etc. • Provide word banks • Provide structured movement breaks • Provide a smaller menu of choices on multiple-choice tests; ask for verbal exploration after the test has been completed • Designate a specific time in class for students to organize materials and/or write down homework • Provide clear study guides, rubrics and checklists for assignments and assessments • Adapt paper assignments by folding in half, highlighting the assigned problems, spreading out problems on the page. • Simplify directions, items, choices for answers, etc. • Reduce homework assignments. For example: Do every other problem, or only 5 of 10 assignment questions. • Consider giving only part of the test at a time and allow opportunities to recheck work prior to handing it in. • Encourage asking questions when information is missed. Establish a positive feeling about asking questions or asking for repetition. • Keep extra supplies on hand and only give what is needed for the activity.

Intellectual Disability

“Significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child’s

ROSA’S LAW

Signed by President Obama in October 2010, Rosa’s Law changed the term “mental retardation” to “intellectual disability.” However, the definition remained the same

DISABILITY AND IMPLICATIONS

Intellectual Disability

Characterized by below significantly below level IQ, and deficits in daily living (social skills, self-help, communication, etc.)

Area of Difficulty/Impact	Strategies and Accommodations
<ul style="list-style-type: none"> • Find it hard to remember things • Have trouble understanding social rules • Have trouble seeing the consequences of their actions • Have trouble solving problems and thinking logically • Learn at a rate/pace slower than same age peers • Difficulty with task and skill generalization • Tendency towards low motivation and/or learned helplessness • Issues in adaptive behavior may include difficulties with conceptual, social and practical skills (i.e. difficulties with toileting, eating, navigating the school building independently, social immaturity and poor safety awareness). • Deficits in self-determination skills, such as choice making, problem solving, and goal setting. 	<ul style="list-style-type: none"> • Concrete instruction • Breaking down larger tasks • Repeated review of material • More verbal & physical prompting • Reinforcement for desired behaviors/skills • Low tech assistive tech such as manipulatives and pictures • Demonstrate rather than giving oral directions/instruction • Hands-on materials, experiences, & opportunities • Immediate feedback • Involve the student in group activities/clubs with supervision • Life Skills/Social skills instruction (i.e. manners, getting along in a group, playing a game, etc.) • For older students, instruction on skills that will help them in the work place

Specialized Programs in FBISD:



ABC (Academic, Behavior and Communication)

ABC provides educational services for students who require a highly structured environment. Students with ABC services typically demonstrate significant repetitive stereotypical or challenging behaviors, little to no functional communication skills, high need for visual/physical structure, and the need for “ready to learn” behavioral skills.

ATS (Adult Transition Services)

Project SEARCH works in partnership with Fort Bend ISD, United Healthcare Community Plan, Texas Department of Assistive and Rehabilitative Services and Texana to provide students with real-life work experiences through internships at United Healthcare. The goal is to help young adults make a successful transition from school to productive adult life through employment training and learning independent living skills. Young adults ages 18-22 living with disabilities who were enrolled in Fort Bend ISD are eligible to apply for the program.

FLaSH (Functional Living and School Health Services)

Functional Living and School Health Services generally serves students with significant physical and/or cognitive disabilities requiring school health services. Often times students are medically fragile and school health services require the support of trained medical staff. Students require full assistance to care for their daily needs. The focus of instruction is visual and auditory stimulation, motor skills development, assistive technology, interaction with others and, if possible, communication skills.

BSS (Behavior Support Services)

Behavior Support Services is designed to serve special education students who have been identified as having behavior problems that impede their ability to be successful in their current setting. The purpose of the service is to provide in-depth, intensive and individualized instruction in the area of academics, behavior, social and emotional development in an academic setting. The program is designed for students who are able to participate in group-interactive role play and conversational social skills lessons and can function in the general education and/or resource environment when their behavior is regulated and safe. Their behavior is driven by an emotional imbalance as opposed to a functional communication or cognitive need. Students may have a range of academic skills; however, their behavior affects their ability to experience success in a lesser restricted environment.

CLaSS (Communication, Language and Social Skills)

CLaSS provides social and/or behavioral services for students who are able to function academically in the general education or resource setting, but require social or behavioral support from a specially-trained staff member in order to facilitate the development of socially appropriate behaviors.

CLaSS Plus provides the same supports as CLaSS, social and/or behavioral services for students who are able to function academically. However, due to student needs, are done in a more structured, self-contained Special Education setting that require social or behavioral support from a specially-trained staff member in order to facilitate the development of socially appropriate behaviors. As students become more independent of these skills, they move out into the less restrictive environment, with the goal to transition into the CLaSS program.

ECSE (Early Childhood Special Education)

Early Childhood Special Education includes a range of services available for children who are ages 3-5 and who qualify for special education services. ECSE provides early special education intervention to students focusing on developing cognitive, social-emotional, language, communication, and physical skills so that children may be educated in the most inclusive setting possible to learn skills that they can utilize as they transition through school and into adulthood.

Resource/In-Class Support

Resource - The Resource Program is designed to provide direct instruction for students who receive special education services who have been identified as being multiple grade levels behind, and who need extensive modifications and accommodations that could not be provided in the General Education classroom.

In-Class Supports - In class support is a collaboration between the general education teacher and special education staff to ensure that special education students successfully meet the requirements of the general education curriculum. The general education teacher is the teacher of record and is primarily responsible for providing initial instruction. Both general education and special education staff ensure that accommodations and modifications are implemented and appropriately address the student's academic needs and cognitive abilities.

RDSPD (Deaf Education)

Fort Bend ISD has the responsibility of providing each special education student a Free and Appropriate Public Education (FAPE). For students with an auditory impairment, a continuum of services is provided. Service for students with auditory impairments (AI) are provided through a shared services agreement with the Brazoria-Fort Bend Regional Day School Program for the Deaf (Brazoria-Fort Bend RDSPD). It should be noted that eligibility does not drive the programming decision, and the ARD Committee determines placement.

SAILS (Succeeding in Academic and Independent Living Skills)

SAILS generally serves students with significant cognitive disabilities who require a curriculum focusing on (1) academic instruction based on prerequisite skills that are aligned to grade level TEKS, (2) communication/social skills, (3) independent living skills, and (4) vocational instruction at the high school level. It should be noted that diagnosis/disability does not drive the programming decision, and the ARD committee ultimately determines placement.

Voices from Students-I Can Succeed.....

