

The Cross-Categorical Behavior (CCB) classroom is a specialized classroom designed to meet the individual needs of students who have significant behavior needs, as well as a range of social, emotional, and communication needs. The Cross-Categorical Behavior (CCB) Teacher plans for and teaches reading, writing, math, speaking, listening, adaptive and social-emotional skills to address the stated needs in students' Individualized Education Programs (IEP).

The CCB teacher collaborates with general education teachers to integrate students within the general education setting. Based on student ability and need, the student may participate in general education classes for grade-level specials (music, PE, art, library), and/or core academic instruction. While participating in general education, students have the opportunity to practice social skills with their general education peers. This may occur with or without adult assistance.

Curriculum

The teacher delivers specially designed instruction, aligned to grade-level standards, appropriate to the students' academic needs, including differentiated curriculum and teaching methods to address learning styles, social, emotional, and behavioral needs.

Data Collection

Students use daily point sheets to receive frequent positive feedback on individualized behavior goals. Data is collected daily and weekly to monitor student progress toward academic and behavior IEP goals. CCB teachers analyze the data weekly and use this information to adjust instruction and supports for students as needed. CCB teachers provide parents with daily communication related to behavioral goals.

Visual Supports in the Classroom

In the CCB classroom, teachers use visual aids and prompts to increase student independence. Students may need visual supports for schedules, task analysis, prompts, communication, and behavior regulation. Daily classroom schedules are posted. Student schedules are used in the CCB classroom, and are individualized based on the student's abilities and needs. For example, the student may need an object schedule, picture schedule, written schedule, or checklist. Furthermore, students may be presented with one task at a time or full day schedule as needed. Visual supports may be faded as students mature and develop self-regulation and independence.

Physical Layout of the Classroom

To increase independence, the CCB classroom is arranged so that physical boundaries give clear indications as to the tasks to be completed at each location within the classroom. Required areas of the room include individual work station(s), one-on-one teacher instruction area, group instruction area, and social learning area.

Services

Related service providers collaborate with the CCB teacher to provide services for students in their least restrictive environment. These services may include counseling, physical therapy, speech therapy, occupational therapy, adaptive physical education, vision services, and/or hearing related services. Services may be delivered individually, in a small group, or in whole group, according to the needs of the students.

Instructional Assistants

Instructional assistants (IAs) in each CCB classroom provide positive behavioral supports, and work with the teacher to facilitate student learning, communication, independence, and social skills. The CCB teacher plans instruction and differentiation, and the IAs support the implementation of lessons with students. The IAs assist with the integration of students into the general education classroom and provide support accessing the curriculum. The CCB teacher meets regularly with the IAs to plan for the needs of the students and the classroom. The CCB teacher creates and

communicates a daily classroom and task schedule for IAs.