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| **Resource Room**  NYSED Part 200.6 Regulations, Quality Indicator Guide-[**http://www.p12.nysed.gov/specialed/techassist/specedQI.htm#instruct**](http://www.p12.nysed.gov/specialed/techassist/specedQI.htm%23instruct)**,**  *Strategies to Engage the Mind of the Learner*, by Rachel Billmeyer | |
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| Purpose | * Supplementing regular or special class instruction * Not less than 3 hours per week or, in combination with consultant teacher services, not less than 3 hours per week, Not more than 5 students per teacher * Not more than 50% of day |
| Physical Set-up | * Small group instructional area * Areas for independent practice |
| Instructional Groupings | * Based on similarity of needs; Levels of academic achievement and learning characteristics, social development, physical development, management needs, teacher caseloads |
| Collaborating with General Education Teachers | * Clarify the purpose of resource room as a special education service * Consult & collaborate with general education teachers & parents * Whenever possible, use general education assignments as the tool for teaching a skill or strategy |
| Addressing IEP Needs | * Provide explicit skill instruction based on annual goals and measurable post-secondary goals * Ensure the implementation of accommodations * Support transfer & generalization of new skills * Suggest practices & strategies to enable students to access the general curriculum * Assess and provide feedback on performance |
| Skill-Based Lessons | * Identify the Learning Objective * Preview or Review * Explain, Model, Demonstrate * Guided Practice * Closure * Independent Practice * Assessment & Evaluation |
| Strategy Instruction | Phases:   * Introduce the strategy-Name, define, develop a rationale for using it * Practice using the strategy-explain the steps, model, practice using simple content moving to more complex content, assess effectiveness with the student * Use the strategy independently- provide multiple opportunities to use independently |