

The Continuum
of Special Education Placements
and
Hallmarks of Effective Practice

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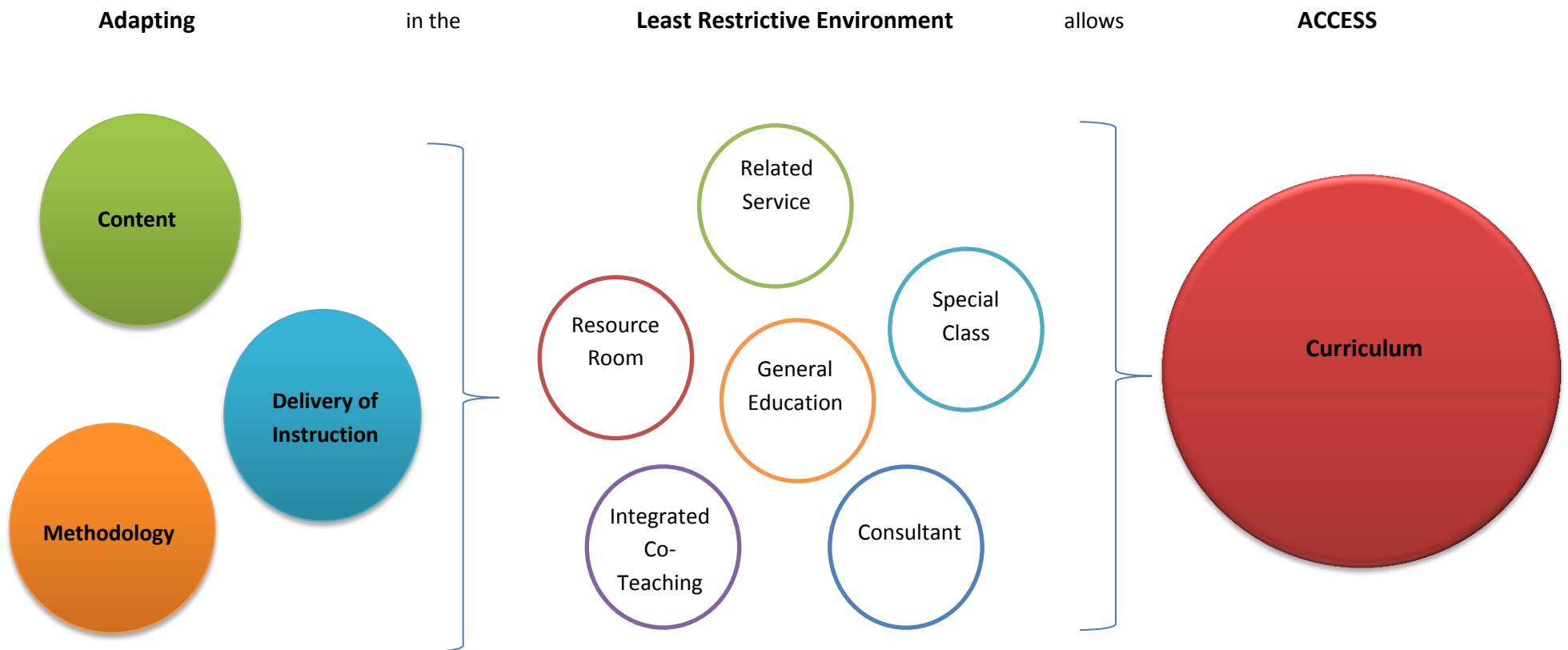
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Specially Designed Instruction



What does NYS mean by Specially Designed Instruction? Part 200.1(vv)

Specially-designed instruction means **adapting**, as appropriate to the needs of an eligible student under this Part, the **content, methodology, or delivery of instruction** to address the unique needs that result from the student's disability; and to ensure **access** of the student to the general curriculum, so that he or she can meet the educational standards that apply to all students.

Students with disabilities shall be provided special education in the **least restrictive environment**, as defined in section 200.1(cc) of this Part. To enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, **specially designed instruction** and **supplementary services** may be provided in the regular class, including, as appropriate, providing related services, resource room programs and special class programs within the general education classroom.

Related Services

Purpose/Characteristics	Frequency	Duration	Location	Grouping Class Size and Caseload
<p>Developmental, corrective and other supportive services. Common related services include, but are not limited to: speech-language, counseling, occupational therapy, physical therapy, assistive technology services, school health services, interpreting services, school nurse services, audiology services</p> <p>Does <u>not</u> include a medical device that is surgically implanted, optimization of that device's functioning, maintenance or replacement of the device</p> <p>May provide more than one related service, or related services in combination with other regular or special education programs</p>	<p>IEP must specify how often each service will be provided during a particular time period- e.g., number of times per day, or week</p>	<p>IEP must specify the duration of each related services session</p>	<p>IEP must specify location where services will be provided.</p>	<p>May be provided individually or in a group. Maximum group size is 5. If group size less than 5 is recommended, it must be specified on the IEP.</p>

Hallmarks of Effective Practice

- Evidence of communication with classroom teacher
- Evidence of data collection mechanism
- Utilization of communication devices
- Services are being received as per IEP
- Evidence that lesson planning includes specially designed instruction for students with disabilities

Consultant Teacher Direct or Indirect

Purpose/Characteristics	Frequency	Duration	Location	Grouping Class Size and Caseload
<p>Direct CT services mean specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher to aid the student(s) to benefit from the general education class instruction. Direct CT can be combined with indirect CT.</p> <p>Indirect CT services mean consultation provided by a certified special education teacher to the general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the needs of a student with a disability who attends the general education class. Indirect CT can be combined with direct CT</p> <p>CT services are special education services to support a student while he or she is participating in instruction in the general education class. It is not a pull out service. If a student with a disability needs specially designed instruction delivered outside the general education class, this service could be recommended in the IEP of the student as special class, related service or resource room, but not as CT services</p> <p>CT services are provided to adapt, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to support the student to successfully participate and progress in the general curriculum during regular instruction, so that he or she can meet the educational standards that apply to all students.</p> <p>The CT cannot provide primary academic instruction to a student with a disability</p>	<p>IEP must specify how often service will be provided during a particular time period- e.g., number of times per day, or week.</p> <p>Elementary- IEP should indicate the subject area when the CT would be providing services.</p> <p>Middle or secondary- IEP should specify the class where the CT would be providing services.</p>	<p>Minimum- two hours per week, in any combination of direct and/or indirect CT services</p>	<p><u>Direct:</u> MUST be provided in the classroom, NOT pull out. IEP must identify the class subject (s) where consultant teacher service will be provided. (Including CTE classes if appropriate)</p> <p><u>Indirect:</u> The general education class taught by the teacher receiving the consultation</p>	<p>Individual or group basis</p> <p>Students must be grouped by similarity of individual need:</p> <ul style="list-style-type: none"> • levels of academic or achievement and learning characteristics; • levels of social development; • levels of physical development; and • the management needs of the students in the classroom <p>Caseload- 20 students Can request variance for over 20 students</p>
<p>Hallmarks of Effective Practice</p> <ul style="list-style-type: none"> • Special education teacher is providing specially designed instruction to an individual or group of students with disabilities • Utilization of explicit instruction to teach skills and strategies • General education teacher is providing primary academic instruction • Evidence of communication and collaborative planning with general education teacher is documented • Evidence of data collection and ongoing monitoring of student performance • Services are being received as per IEP • Evidence that lesson planning includes specially designed instruction for students with disabilities • Evidence that Career Development and Occupational Studies (CDOS) standards are implemented into lesson planning 				

Consultant Teacher in Combination of Resource Room

Purpose/Characteristics	Frequency	Duration	Location	Grouping Class Size and Caseload
<p>To meet the needs of a student who could benefit from the two types of services, but who does not need two hours per week of Consultant Teacher and three hours per week of Resource Room</p>	<p>IEP must specify how often service will be provided during a particular time period</p>	<p>Minimum- three hours per week (Combination Resource Room and Consultant Teacher)</p>	<p>Consultant Teacher- same as above Resource Room</p>	<p>Consultant Teacher- Individual or group basis Caseload- 20 students Can request variance for over 20 students</p> <p>Resource Room- instruction group maximum size of 5 students – specified on IEP if group size less than 5 is recommended Total caseload: Grades 1-6, 20 students Grades 7-12, 25 students</p> <p>Resource Room and Consultant Teacher- Students must be grouped by similarity of individual need.</p> <ul style="list-style-type: none"> • levels of academic or achievement and learning characteristics; • levels of social development; • levels of physical development; and • the management needs of the students in the classroom

Hallmarks of Effective Practice

See individual continuum hallmarks

Resource Room

Purpose/Characteristics	Frequency	Duration	Location	Grouping Class Size and Caseload
<p>To provide specialized supplementary small group instruction. This supplementary instruction is provided in addition to the general education or special education classroom instruction that the student receives. It is not provided in place of the student's regular instruction.</p> <p>Primary role of Resource Room Teacher is to enable access the general education curriculum</p> <p>The Resource Room Teacher teaches students the skills to learn the content not the content itself.</p> <p>Resource room programs are for the purpose of supplementing the general education or special education classroom instruction of students with disabilities who are in need of supplemental instruction in organizational skills, reading, the use of an assistive technology devise, the use of Braille, the use of a compensatory strategy. This means that instruction is not provided in place of the student's regular academic instruction.</p> <p>A resource room program for a student with a disability cannot be treated as a study hall. Resource Room is not homework help or a test accommodation center.</p>	<p>IEP must specify how often service will be provided during a particular time period</p>	<p>Minimum- three hours per week Maximum- 50% of school day</p>	<p>Resource Room or push-in to the general education classroom, provided that the resource room teacher provides supplemental instruction</p>	<p>Students must be grouped by similarity of individual need:</p> <ul style="list-style-type: none"> • levels of academic or achievement and learning characteristics; • levels of social development; • levels of physical development; and • the management needs of the students in the classroom <p>Instructional group maximum of 5 students per teacher. If a group size less than 5 is recommended, it must be specified on the IEP.</p> <p>Total caseload: Grades 1-6, 20 students Grades 7-12, 25 students</p>

Hallmarks of Effective Practice

- Utilization of content instructional materials to teach skills and learning strategies
- Utilization of explicit instruction to teach skills and strategies
- Provision of specially designed instruction
- Skill and strategy instruction based on IEP goals is taking place
- Opportunities for students to practice skills and strategies being taught are provided
- Method established for regular collaboration and communication with general education teachers to ensure accommodations are used and strategies and skills are generalized.
- Sharing of progress monitoring data with general education teacher
- Evidence of data collection and ongoing monitoring of student performance
- Services are being received as per IEP
- Evidence that lesson planning includes specially designed instruction for students with disabilities

Integrated Coteaching (Optional)

Purpose/Characteristics	Frequency	Duration	Location	Grouping Class Size and Caseload
<p>To provide specially designed instruction and academic instruction to a group of students with disabilities and nondisabled peers.</p> <p>The responsibility for planning, delivering and evaluating instruction for all students is shared by the general and special education teachers.</p> <p>Districts <u>may</u> choose to offer Integrated Co-teaching. It is not a mandatory service. This is the only continuum option that is not mandated to be available to all students with disabilities.</p> <p>It is now required that all districts use the terminology “integrated co-teaching” consistent with the regulatory requirements, so that the level of services being provided to a student is clear and consistent among districts</p> <p>Integrated co-teaching services means students are intentionally grouped together based on similarity of need for the purpose of receiving specially designed instruction in a general education class, usually daily for the identified class.</p>	<p>IEP must specify how often service will be provided during a particular time period</p> <p>Does not have to be daily (e.g., 3 days per week)</p>	<p>May be provided for all or part of the school day (e.g., a class period)</p>	<p>General education class(s) where integrated co-teaching will be provided.</p>	<p>Students must be grouped by similarity of individual need:</p> <ul style="list-style-type: none"> • levels of academic or achievement and learning characteristics; • levels of social development; • levels of physical development; and • the management needs of the students in the classroom <p>Maximum number of students with disabilities on the class roster for integrated co-teaching is 12. The roster of 12 students includes any student with a disability in that class regardless whether all 12 are recommended for integrated co-teaching. The number of non-disabled students should be more than or equal to the number of students with disabilities.</p>

Hallmarks of Effective Practice

- General education teacher and special education teacher working in tandem to provide instruction
- Students with disabilities are naturally integrated into the classroom
- General and special educators share roles and instructional responsibilities for working with students in such a way that there is no obvious distinction between the generalist and the specialist
- Students respond to both teachers equally in regard to instruction and discipline
- Both teachers share the responsibility of planning, lesson plan development, delivering primary instruction, and the evaluation of all students
- Utilization of explicit instruction to teach skills and strategies
- Provision of specially designed instruction
- Evidence of lesson planning that includes specially designed instruction for students with disabilities
- Evidence that both teachers are equally responsible for ALL students in the room
- Evidence that both teachers are aware of the different readiness levels of students
- A variety of co-teaching models are strategically used as observed over a series of subsequent classroom visitations
- Services are being received as per IEP
- Evidence of data collection and ongoing monitoring of student performance
- Evidence that Career Development and Occupational Studies (CDOS) standards are implemented into lesson planning

Special Class

Purpose/Characteristics	Frequency	Duration	Location	Grouping Class Size and Caseload
<p>To provide primary instruction that is specially designed to meet the similar needs of a group of students in a self-contained setting, separate from their non-disabled peers.</p> <p>Special class means a class consisting of students with disabilities who have been grouped together because of similarity of needs for the purpose of receiving specially designed instruction in the self-contained setting, meaning that such students are receiving their primary instruction separate from their nondisabled peers. Students receiving services in a special class must be ensured access to the general education curriculum.</p> <p>Special Class teachers at the MS and HS level need to be highly qualified to teach content areas and award credit.</p>	<p>IEP must specify how often service will be provided during a particular time period</p>	<p>All or part of the school day</p>	<p>Special Class</p> <p>NOT in the general education classroom</p>	<p>Students are grouped based on similarity of needs in terms of levels of knowledge and development in subject and skill areas. The range of academic or educational achievement must be limited to assure that instruction provides each student appropriate opportunities to achieve his or her annual goals</p> <p>Must include class size ratio in the IEP: 15:1 Specialized instruction 12:1+1 Management needs interfere with Instructional process 8:1+1 Intensive management needs 6:1+1 Highly intensive management needs 12:1+(3:1) Severe, multiple disabilities If a student's IEP indicates special class, the IEP must describe the class size.</p> <p><u>Age Range in Special Class</u></p> <ul style="list-style-type: none"> • For students less than 16 years of age the age range shall not exceed 36 months • Age 16 and over and 12:1+(3:1) there is no age range limitation.

Hallmarks of Effective Practice

- Students have access to the same general education curriculum as their same age peers
- Utilization of explicit instruction to teach skills and strategies
- Evidence of data collection and ongoing monitoring of student performance
- Provision of specially designed instruction
- Services are being received as per IEP
- Classroom management system is explicitly taught, reinforced and consistently implemented
- Health and safety guidelines are being followed
- Communication protocols are developed with related service providers
- Evidence of lesson planning that includes specially designed instruction for students with disabilities

- Evidence that Career Development and Occupational Studies (CDOS) standards are implemented into lesson planning

Teaching Assistants vs Teacher Aides

NYSED Part 200.6 Regulations

Teaching Assistant	<p>A teaching assistant, under the general supervision of the special education teacher, can assist in the delivery of special education services but cannot serve in place of a special education teacher. The following description of duties is provided as guidance in determining the appropriate role for teaching assistants:</p> <ul style="list-style-type: none"> • working with individual students or groups of students on special instructional projects; • providing the teacher with information about students which will assist the teacher in the development of appropriate learning and behavioral experiences; • assisting students in the use of available instructional resources and development of instructional materials; • assisting in the development of instructional materials; • assisting in providing testing accommodations; • utilizing their own special skills, and abilities by assisting in instructional programs in such areas as: foreign languages, arts, crafts, music and similar subjects; • assisting in related instructional work as required; and • assisting students with specific health related activities as appropriate • serving as a job coach for Work Based Learning
Teacher Aide	<p>Teacher aides perform non-instructional duties under supervision determined by the local school district in accordance with Civil Service Law. The following description of duties is provided as guidance in determining the appropriate role for teacher aides:</p> <ul style="list-style-type: none"> • preparing scripts for recording purposes; • assisting in physical care tasks and health-related activities as appropriate; • assisting students with behavioral/management needs; • assisting in the set-up of laboratory equipment, conduct experiments, and performing limited reviews of student laboratory reports; • assisting in the technical preparation and production of media programs; • reading to and playing audio-visual materials for children in lower grades; • assisting in proctoring and other tasks related to the administration of examinations; • assisting in the correction of test papers, recording of grades, maintaining of files and preparing statistical reports; • managing records, materials and equipment; and

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| | <ul style="list-style-type: none">• supervising students (e.g., watching students during recess, hall transitions, etc.). |
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For more information

NYSED Continuum of Special Education Services for School-Age Students with Disabilities - Questions and Answers April 2008 Updated November 2013 <http://www.p12.nysed.gov/specialed/publications/policy/continuum-schoolage-revNov13.pdf>

Maryland State Department of Education, Division of Special Education/Early Intervention Services June 2011, Co-Teaching Strategic Visit Conversation Guide <http://marylandlearninglinks.org/1007>