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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
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| Physical Set-up | * Small group instructional area
* Areas for independent practice
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| Instructional Groupings | * Based on similarity of needs; Levels of academic achievement and learning characteristics, social development, physical development, management needs, teacher caseloads
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| 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
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| 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
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| Skill-Based Lessons | * Identify the Learning Objective
* Preview or Review
* Explain, Model, Demonstrate
* Guided Practice
* Closure
* Independent Practice
* Assessment & Evaluation
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| 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
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