



Considerations for Possible Services¹

The following is a list of some potential service considerations. It is by no means exhaustive, but is meant to guide thinking about specific services for students. Many other service options may apply depending on the school and the individual student. Which services might help this specific student? Would services be implemented directly or indirectly?

Direct Services - specially designed instruction and/or supplementary instruction delivered by a special education teacher through individual and/or small group instruction

Indirect Services - collaborative consultation between the special education teacher and the general education teacher that focuses on adjusting the learning environment and/or modifying and adapting instructional techniques and methods

Curriculum accommodations that change how a student accesses information and demonstrates learning but do not substantially change the instructional level, content or the performance criteria:

- Method of access (use of audio tapes instead of books, large print books, Braille materials, writing through dictation using scribe or software program)
- Method of performance (use of a calculator for math processes, use of a computer)

Curriculum modifications that change what a student is expected to learn and demonstrate when participating in the general education curriculum including changes to the instructional level, the content, and the performance criteria, but not the subject matter of the rest of the class:

- Redesigning the size of the assignment
- Redesigning the breadth of the assignment
- Redesigning the focus of the assignment
- Redesigning the assessment criteria of the assignment
- Testing modifications and curricular aids such as highlighted reading materials, main idea summaries, organizational aids, pre-written notes, and/or study guides.

Assistive technology devices:

- Low-tech systems: Simple paper or object based systems, i.e. do not require a battery (e.g., Talking Mat, Dry Erase Board, Clipboard, 3-Ring Binder, Manila File Folder, Photo Album, Laminated PCS/Photograph, Highlight tape, pencil grip).

¹ Adapted from NYC DOE Special education services as part of a unified service delivery system: The continuum of services for students with disabilities.

- Lite-tech systems: Typically consisting of a digitized speech recorder with a touch-sensitive display pad and sometimes switch access. Lite-tech systems require a battery (e.g., Tape Recorder, Alphasmart, Language Master, Overhead Projector, Timers, Calculators).
- Mid-tech systems: Easily managed communication aids including simple software (Co:Writer, Dragon NaturallySpeaking Speech Recognition Software, video cameras)
- High-tech systems. Complex computerized communication aids ranging from single purpose appliance-like systems to multipurpose computer-based communication aids. Typically high-tech systems require training and ongoing support to operate the devices (Computers and Adaptive Hardware, Complex Voice Output Devices).

Behavior intervention/support plans to address behavior that impedes learning:

- School-wide PBIS System
- Functional behavior analysis²
- Positive behavior support plan

Instructional adaptations:

- Adaptations to the manner in which information is presented (one-one, small group, visual representations, etc.)
- Adaptations to the manner in which information is paced
- Adaptations to the manner in which information is sequenced

Instructional practices:

- Cross-age tutoring
- Heterogeneous grouping
- Peer partnerships

Individualized supports:

- Allowance for additional time to move between classes
- Special seating arrangements
- Rephrasing of questions, graphic organizers
- Seat cushions, weighted vests, stress balls/silly putty etc.
- Quiet space to “cool down” or reflect

Related Services:

- Counseling
- Hearing Education Services
- Occupational Therapy (OT)
- Physical Therapy
- Orientation and Mobility Instruction
- Health Services
- Vision Education
- Speech/Language Therapy
- Other Support Services

² Permission needed from parent/guardian

Other:

- _____
- _____

Considerations for Determining Type and Intensity of Services

Will the services of a special education teacher be required to provide specially designed instruction? What will the nature of the services (e.g. direct, indirect) be and for what percentage of the school day (e.g. part-time, fulltime)?

Will the services of other special education providers, (e.g. related service providers) be required, alone or in combination with the special education teacher services and the frequency, duration and group size of these services?

Will other supplementary aids and services (e.g. assistive technology, behavior intervention plan) be required?

Will the services maximize opportunities in the general education curriculum as a result of the special education service delivery (i.e., consideration of what the student would miss when receiving this service)? Will the services maximize student participation with non-disabled peers?

Will school personnel require modification or supports in order for the student to progress in the general education curriculum?

Name of student:

Date:

Meeting participants:

<u>Decisions</u>	
<u>Direct Services:</u>	<u>Indirect Services</u>
<u>Follow-up needed:</u>	<u>Who is responsible?</u>

