IN – CLASS (Inclusion) SUPPORT & RESOURCE

The Individuals with Disabilities Education Act (IDEA) requires that all students with disabilities have access to the general education curriculum and their instructional programs delivered in the Least Restrictive Environment (LRE). In addition, the No Child Left Behind (NCLB) require students with disabilities have access to the general education curriculum and be include in state-wide assessments and accountability.

The overall goal of implementing inclusive practices is to improve outcomes for students with disabilities through the implementation of appropriate academic and behavioral supports. Students with special needs are in age-appropriate general education classes with the provision of specialized instruction and appropriate supports and accommodations as required by their Individualized Education Plans.

For inclusive practices to be effective, both general education and special education staff must work together to create powerful learning environment for ALL students.

Consultant Support Model

In a consultant support model, a special education teacher provides direction and feedback to a general education teacher(s) regarding students with special needs in general education settings.

- The special education teacher provides on-going support to the general education teacher(s) to ensure instructional support needs are in the general education classroom.

- The special education teacher adapts lessons and identifies accommodations and instructional strategies appropriate to the specific students.

- The special education teacher articulates the needs of students with disabilities and serves as the liaison between the general education teacher(s) and other special education teachers regarding student progress (if the student also receives special instruction in special education class).

Para-professional Support Model

The Para-professional support model consists of Para-professionals supporting students in general education settings under the direction of a general education teacher. The Para-professional provides support to all students in class both students with special needs and general education students.

Even though the Para-professional is working directly under the guidance of a general education teacher the Para-professional and the special education teacher of record must maintain on-going communication to ensure the supports outlined on students' IEPs are implemented in the general education class.

The Para-professional facilitates the successful inclusion of student with special needs in general education settings by assisting the general education teachers in implementing appropriate supports and accommodations.

They may engage in a variety of activities that support student acquisition and mastery of important skills and concepts.

Some activities include the following:
- Copying or supplying notes for students unable to do so themselves
- Cueing/refocusing/redirecting students
- Working with small groups of students on activities for which the teacher already has taught the skills
- Creating worksheets, manipulatives, etc. (under the direction of the teacher)
- Asking/answering questions in order to provide clarification for students or even to share an opposite perspective of a concept
- Reviewing tests with small groups of students
- Delivering individual accommodations, e.g., reading material aloud, transferring answers, etc.
- Review concepts that have been taught
- Assist with monitoring

Para-professionals are not responsible for large group instruction, plan or deliver initial instruction, interpret assessment results, make instructional decisions, nor assume primary or sole responsibility for a group of students over an extended period.

Co-Teaching Support Model

Co-teaching is a service delivery option providing special education or related services to students with disabilities or other special needs students while they remain in their general education classes.

Co-teaching helps all students develop better attitudes about themselves, academic ability, and social skills.

Some benefits of co-teaching include:

- Decreased referrals to intensive special education services
- Increased overall student achievement
- Fewer disruptive problems
- Decreased referrals for behavioral problems
- Teachers feeling less isolated
- Shared responsibility to help lighten the work load
- Less student absenteeism
- Students perform closer to grade level
- Higher achievement test scores

Six Co-Teaching Approaches

1. **One Teach, One Observe** – One of the advantages in co-teaching, it allows detailed observation of students engaged in the learning process. When one teaches and one other observes during co-teaching, the teachers should decide in advance, what type of information gathered during the observation and should agree on a system for gathering the data. The teachers analyze the information together. An observation should be a deliberate part of the lesson, not just teachers' incidental checks of student activity.

   WHEN TO USE
   - In new co-teaching situations
   - When questions arise about students
   - To check student progress
   - To compare target students to others in class

   SAMPLE APPLICATIONS

   - Which students initiate conversation in cooperative groups or class discussions
   - Which students begin and/or do not begin work promptly
   - Is a particular student's inattentive behavior less, about the same, or greater than that of other students in class
   - Once teachers are experienced co-teachers with a mutual sense of comfort, observation of each other can serve as a form of coaching.

Six Co-Teaching Approaches

Co-teaching can look different from classroom to classroom. As co-teachers compare student needs and abilities to the instructional objective for a particular lesson, they must decide the best way to structure both teaching and learning. Friend and Cook (2010) identify six arrangements that are commonly found in co-teach settings:

1. One Teaching, One Observing
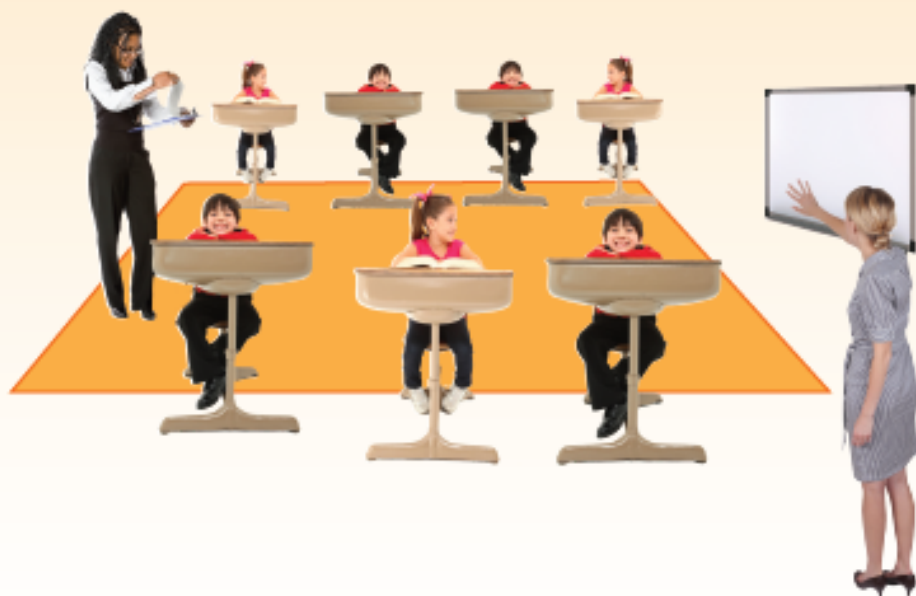
Because student decisions should be based on data, **One Teaching, One Observing** allows one teacher to provide instruction while the other collects data on the students' academic, behavioral, or social skills. This observational data can be used to inform instruction and document student progress. This model allows the teachers to have valuable data to analyze in determining future lessons and teaching strategies.

Online resources for curriculum based measurement include:

- Curriculum Based Measurement: A Manual for Teachers http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf; and
- The National Center on Response to Intervention Curriculum Based Measurement Modules http://www.rti4success.org/index.php?option=com_content&task=view&id=1172&Itemid=150.

2. **Station Teaching** – Divide the classroom into two, even three, different sections. Situate one group of students facing horizontally toward the blackboard and the second group vertically facing the right wall. If a third group is present, students will be parallel to their vertically arranged classmates and they turned to face the opposite wall or the front of the classroom.

Divide students with special needs evenly among these groups. If there are two special education students each teacher will teach one special needs student. For three students, put one into the third section, if there are only two groups the extra student goes into one of the other two groups. An equal distribution of special needs avoids any problems with excluding student with special needs.

 A main lesson divided into two segments allows each teacher to teach one segment. At the end of the lesson, the groups will rotate and each teacher will give the lesson again but to the new group of students. Provide the third group with an additional lesson segment as independent work, pair work, or group work. This group will rotate around the room from station to station just as the other groups.

Station teaching can be more effective if the teachers rotate stations instead of the students. By doing so, it reduces some transition time and enables students to refocus their attention more quickly and consistently.

In order for this method to be successful, the instruction must undertake a great deal of preparation and teacher-coordination to ensure that the lessons align and that the students are getting all necessary information.

Break lessons down in such a way that no matter which station comes first the students still have the required and necessary information to complete the tasks required of them and make sense of the lesson. All stations must be paced so teaching ends at the same time. Some advantages of station teaching: each teacher has a clear teaching responsibility, students have the benefit of working in small groups, teachers can cover more materials in a shorter period, and fewer discipline problems occur because student are engaged in active, hands-on learning.

WHEN TO USE

- When content is complex but not hierarchical
- In lessons in which part of planned instruction is review
- When several topics comprise instruction

SAMPLE APPLICATIONS

- During language arts: instruction when one station will address comprehension of a recently read piece of literature, one station will focus on editing of a writing assignment, and one station will consist of an activity related to a skill taught.
- In social studies: to examine the geography, economy, and culture of a region or country
- In math: to teach a new process while reviewing applications of other concepts already presented.

2. Station Teaching

Station Teaching allows teachers to work with small groups. Teachers begin by dividing the content into three segments and grouping students so that one-third of the students begin with each part of the content. Two groups are teacher-led and the third group works independently. During the lesson, the students rotate through the "stations" until they complete all three sections of the content. This approach is beneficial because it allows teachers to create small group activities that are responsive to individual needs.

3. **Parallel Teaching** – requires the classroom arranged in a manner where the students split into two groups placed back to back with students from each group facing their instructor. One group faces the general education teacher in the front of the classroom, and other group facing the special education teacher in the rear of the classroom. Divide students with special needs equally between the two groups and their peers, making sure that each group does not contain all the special needs students.

The method implemented by having the two instructors collaborates on and coordinate a lesson. Both teachers teaching the same subject matter to smaller groups of students. This method encourages more teacher pupil interaction and attention; it provides students with a better opportunity to participate and ask questions to aid in understanding.

This approach gives each teacher an active – but separate instructional role in the classroom. Classroom management is less because of the smaller amount of students. Parallel co-teaching provides the ability to group according to ability and both teachers work with two different groups.

Present any topic with multiple dimensions using this approach and bring groups back together for discussion.

WHEN TO USE

- When a lower adult student ratio is needed to improve instructional efficiency
- To foster student participation in discussions
- For activities such as drill and practice, re-teaching, and test review

SAMPLE APPLICATIONS

- More students would have a chance to share their alternative ending to the story if split into two groups
- If each teacher took a group of students and presented environmental issues – one from the point of view of business and industry and one from the point of view of environmentalists – the class could later have a spirited discussion on the topic
- Science materials monitored closely when students are grouped in half

3. Parallel Teaching

Parallel Teaching provides opportunities for teachers to maximize participation and minimize behavior problems. When teachers use this approach, they divide the class in half and lead instruction with both groups. In this approach, teachers form groups to maximize learning. Student grouping should be flexible and based on students' needs in relation to expectation(s) being taught. Students benefit from working in smaller groups and receiving instruction from only one of the teachers.

4. **Alternative teaching** – requires a classroom set up that is similar to that of the arrangement for Parallel Teaching. The difference is the second group, those with general education teacher, are fewer in number. The two groups are back to back, one group faces the front and the second faces the rear. Assign each group a teacher; the group facing the front is a larger group with about three times as many students as the rear-facing group. The larger group completes the planned lesson while either the small group completes an alternative lesson or the same lesson taught at a different level or for a different purpose.

Alternative teaching strategies provide two different approaches to teaching the same information. Instruction can be broken down based on three student characteristics of readiness, interest, and learning profile. Student's readiness assessed by determining a student's current knowledge, understanding, and skill as it relates to instruction taught. Interest is apparent by observing what a student enjoys learning about, thinking about, and doing. Learning profile means a student's preferred model of learning as influenced by factors such as learning style, intelligence preference, gender and culture.

Differentiation can occur in content, process, product, affect, or learning environment. Exceptional students have the opportunity to work at different rate and those who struggle to get assistance that is more concentrated.

WHEN TO USE

- In situations where students' mastery of concepts taught or about to be taught varies
- When extremely high levels of mastery are expected for all students
- When some students are working in a parallel curriculum
- This method can be used for such activities as giving extra help, catching students up to their classmates, or going in further depth about a topic in which students may find hard to follow

SAMPLE APPLICATIONS

- The large group completes a practice exercise related to the concepts just taught; the same group receives additional direct instruction
- The large group checks homework; the small group is pre-taught vocabulary related to the day's lesson.
- The large group is working on projects in small groups; while the small group is being assessed – all students will be assessed across two days.

4. Alternative Teaching

Alternative Teaching allows teachers to target the unique needs of a specific group of students by using student data to create an alternative lesson. During instruction, one teacher manages the large group while the other teacher delivers an alternate lesson, or the same lesson with alternate materials or approaches, to a small group of students for a specific instructional purpose.

5. **Teaming–** the classroom arrangement is exactly like the One Teacher, One Support method. Both teachers are at the head of the classroom. One instructor leads the class while the other provides support for the main instructor through a number of different demonstrative or illustrative tasks. The students face the blackboard and the special needs students spread out through the classroom to provide for optimal equity and inclusion.

In a Teaming, approach both teachers share instructional time equally and should rotate to keep equality between them.

This is the most interpersonally complex co-teaching approach. Team teaching approach utilizes the individuals' teaching style more than other approaches.

WHEN TO USE
- During a lesson in which instructional conversation is appropriate
- In situations in which the teachers have considerable experience and a high sense of comfort
- When a goal of instruction is to demonstrate some type of interaction to students

SAMPLE APPLICATIONS

- In science, one teacher explains the concepts behind a particular experiment while the other teacher is able to display any necessary items and conduct the experiment for student to view.
- In social studies, the teachers debate U.S. foreign policy issues.

- In language arts or English, the teachers act out a scene from a piece of literature.
- As the steps in a math process taught, one explains while the other does a "Think Aloud" activity.
- One teacher talks while the other demonstrates note taking on the board or an overhead projector.

5. Teaming

Teachers using **Teaming** share the responsibility of leading instruction. While their roles may shift throughout the lesson, the key characteristic is that "both teachers are fully engaged in the delivery of the core instruction" (Friend, 2008).

6. **One Teaching, One Support** – is a simple and traditional classroom layout. The students sit in rows in front of the blackboard and instructing teacher. The supporting teacher stations herself/himself off to the right or left of the students in order to provide extra help and support as needed. The students follow the instruction of the main teacher; the supporting teacher provides any student needing additional help or instruction.

This is the simplest approach, it requires very little planning or coordination between the two teachers. However, the teacher who assumes the assisting role may not be utilizing their full teaching skills and may feel like a glorified teaching assistant. It is <u>critical</u> for the teachers to share in the roles of teaching and assisting.

Although this approach to co-teaching has value, it is also often over-used because it makes few demands for change on the part of the teachers.

WHEN TO USE
- When the lesson lends itself to delivery by one teacher
- When one teacher has particular expertise for the lesson
- In new co-teaching situations – to get to know each other
- In lessons stressing a process in which student work needs close monitoring

SAMPLE APPLICATIONS

- The One Teach, One Support method of teaching works well for lessons that teach an overall concept and does not go into details or specifics that can be hard to comprehend.
- A lesson on American history would be acceptable as one teacher can present the information while the other teacher can give student support, making sure students are following along and understanding the information presented.
- As the instructing teacher is teaching the concept of comma usage, or something similar, the supporting teacher is able to check understanding the students or aid those students who are unable to grasp the topic.

6. One Teaching, One Assisting

One Teaching, One Assisting places one teacher in the lead role while the other functions as a support in the classroom. The teacher in the supportive role monitors student work, addresses behavior issues, manages materials, and assists with student questions. *Teachers must use caution when using this approach to avoid a learning environment in which the general educator provides all instruction and the special educator serves as an assistant.* According to Friend (2008, p. 17), "professionals should be actively involved in all aspects of the instructional process . . .they should *not* be functioning like paraprofessionals." While there may be instances in which this approach may meet an immediate student need, over-use can negatively affect the collaborative benefits that co-teaching provides.

As teachers begin to establish co-teaching relationships, they tend to start with approaches that involve less coordination between team members (i.e., parallel, one assist). Gradually, as co-teaching skills and relationships strengthen, teachers begin to incorporate more approaches based on students' needs and instructional content requirements. The successful implementation of co-teaching requires time, coordination, and trust.

Co – teaching	
Is …	**Is Not …**
Both teachers: Are present in class every day	Special Education teacher comes to class only when available. One teacher is always in the classroom but the other partner may use the time for meetings, running copies or planning.
Both teachers: Teach ALL students	General Education teacher teaches while the Special Education teacher serves as an assistant with students of special needs.
Both teachers: Strategically plan lessons together while focusing on accommodations and modification necessary to meet the needs of all learners	General education teacher maintains all teaching, planning, and assessment responsibilities
Both teachers: Accept responsibility for ALL students.	Special educator works with only students of special needs.

Determining Student Support Needs

The support a student needs in order to be successful in general education setting must be the first thing determined before assigning co-teachers to classes. The instructional support needs of a student will guide the scheduling process for both students and teachers.

Use the following steps to identify the support needs of individual students.

Review the following student information to determine what **S**upport students will need. The Student Support Needs Worksheet will help identify the academic, behavior and general class routines expected of student in specific general education classes.

1.   Use Student Support Needs Worksheet
   - Multidisciplinary evaluations and IEP information
   - Report card grades
   - State-mandated test scores and other test data
   - Reports from classroom teachers
   - Input from any instructional team member and the parent
   - Behavior records
2. Chart by subject and grade level   the support needs of all students to determine when and where to provide support. This will provide an overview of the supports students need in specific content areas consistent with IEP

Use Summary of Supports Needed by Grade Level and Class/Subject Worksheet to indicate the number of students in each grade level and the support model needed. This information will determine how many students need support in a particular grade, subject, time, etc. allowing appropriate grouping of students in these classes/period.

The type of staff needed to provide the support to students needs to be identified, for example co-teacher, Para-professional, and consultant teacher

3. Use the School Summary Models of Support Worksheet to indicate the number of students in each grade level and the support model they will need.
    For ease in subsequent scheduling, place the students into one of three supports need levels.

Students needing **level one** support are students who . . . .

- are able to function successfully in general education classroom and need minimal support
- are easily included, functioning close to grade level, and behavior is more or less in line with class expectations
- may need some accommodations in specific subjects (or at specific times, but accommodations can be provided by the general education teacher. The special education teacher may need to consult with the general education teacher regarding accommodation for specific lessons
- are included in general education for all (most) of the day
- probably will be successful in general education settings without the benefit of a co-teacher

Students needing **level two** supports are students who . . . .

- need accommodations (and possibly modifications) in general education for the greater part of class periods
- need support from a Para-professional or possibly a co-teacher in order to function successful in the general education classroom
- *may* benefit from some "pull out" specialized instruction delivered by a special education teacher in a special education classroom for specific subjects. However, with appropriate supports, these students should be able to remain in general education settings, and not have to be "pulled out" to a special education setting.
- With appropriate supports in place, can be successful in general education; with supports they may experience success haphazardly, if at all.

Students needing **level three** supports are students who . . . .

- need maximum support and accommodations to be successful in general education classes
- need significant accommodation and modification in general education for the majority of, if not all, subjects
- need the support of a special education teacher co-teaching with the general education teacher for specific subjects
- may need specialized instruction provided by a special education teacher in a special education classroom for some subjects

Some things to remember about levels of support include:

- some students may need level 1 supports for one subject/class, but need level 3 supports for other subjects/classes
- avoid grouping large numbers of students needing level 3 supports in the same general education class at the
- same time (unless this arrangement best meets the needs of the students)
- support needs of students may change from semester to semester or even based on the skills being taught. For example, a students may begin the school year with level 3 support needs in math, but mid-year a
- reexamination indicates the student now only needs level 2 or l supports

Scheduling

Scheduling is critical to effective implementation of inclusive practices.

Once levels of support are complete, identify the specific subjects/classes in which students will need supports and the specific supports they will need.

- Identify co-teaching pairs, noting areas of certification and strength of each teacher.
- Review the overall schedule of subjects/classes, noting the times of each subject/class.
- Assign students to subjects/classes based on students' support needs of levels and the services outline in the IEP.
- Assign co-teaching pairs to those classes that require two teachers in order to meet the support needs of students with special needs in those classes.

The more a schedule takes into account ALL services, the more likely it is to meet student needs effectively and efficiently.

Steps for inclusive scheduling:

1. Record and group student data by grade level
   (e.g. 3rd), subject (e.g., LA/Rdg), and level of support needed (e.g., consultant, Para-professional, or co-teaching)

2. Analyze students needs based on general education curriculum and instruction and I.E.P. goals.

3. Group students into general education classes based on level of support (e.g., 2 students in co-teach LA/Rdg. classes, 1 student in support math class).

4. Identify ALL available staff that can provide in-class support, keeping state certification and highly qualified requirements in mind.

5. Re-analyze and re-group students into general education classes, with support; repeat this step as often as necessary throughout this process.

6. Create a 'SPED" master schedule that reflects in-class supports (co-teaching, Para-professional support, consultation) and blocks/section for resource/pull-out services.
   INCLUDE COMMON PLANNING TIME FOR SPED AND GENERAL EDUCATORS.

7. Consider "staggering" periods (e.g., reading blocks, lunch) to accommodate a schedule of in-class support by the SPED teachers.

8. Maintain appropriate ratios of students with needs (e.g., SPED and ESOL) to those without.
   - Co-taught classes: no more than 1/3 SPED & struggling learners recommended
   - Support classes: no more than 9-12% SPED & struggling learners recommend

9. Make sure that students with disabilities in general education aren't being educated as a "class within a class"

10. It is always easier to first create inclusion classes/sections, and then build the master schedule around those classes; it is difficult when the school master schedule is already set, and you have to figure out where your inclusion classes will "fit in".

11. Schedules will never be perfect. Do not be surprised if you have to re-visit your schedule after school begins.

Guidelines	Examples
Match SPED teachers to general education classes by subject-areas, experience, and interest	SPED co-teaches with middle school science teachers because she has experience, knowledge, and a great interest in the subject-area
Limit collaborative partnerships to no more than two or three teachers per day/week to maximize collaboration	Although other SPED teachers work with only two general educators each day, Mr. Garcia teaches every day with three general education teachers because he know the subject-area and curriculum well
If possible, schedule collaborative teaching with the same teachers during "back to back" periods	Ms. Vela, (SPED) teaches pre-algebra 1st, 2nd, and 3rd periods with Ms. Gomez so they can use the time between periods for last-minute review and planning.
Staggering classes is necessary for schools that have only 1 or 2 SPED teachers.	SPED co-teaches 3rd grade LA/Rdg with Gen. Ed. Teacher from 8;30 – 10:00 and co-teaches 5th grade LA/Rdg with another Gen Ed. Teacher from 10:00 – 11:30
Do not schedule a wide span of grade levels in resource at the time. This is not conducive to effective instruction.	From 9:00 – 11:00 SPED teaches LA/ Rdg/Writing in a resource class to students ranging from 1st to 5th grade

Caseload

The overarching principle when determining caseload is to provide students with whatever supports needed in general education settings so students can be successful.

- A caseload for a classroom teacher should reflect that of normal proportions.

- Students with IEPs should not make up more than 10% - 33% for the class group and the percentage should be based on the level of support needed

- The co-taught class should be approximately the same number of total students taught with one teacher

- Students with special needs should not be grouped into one single co-taught classroom within a school

- Students with special needs should not be distributed evenly across all teachers/sections

- Do not group students with special needs based on exceptionality or services received.

Common Planning Time

Common planning time is imperative for effective co-teaching. When structuring the master schedule consider the following to ensure common planning time:

- Common time (ask co- teacher to identify times)
- Time provided before or after school once per month (make it enjoyable by bringing snacks, music, or other pleasant "atmosphere" items
- Tiered time (layer time with P.E. and lunch and planning period for co-teaching partners)
- Staff development days (arrange for them to begin late or conclude early with the saved time use for collaboration)
- Faculty meetings
- Have two classes team to release one teacher (e.g., two fourth grades, and a third grade and fifth grade)
- Organizing planning time before the school year begins
- During advisory or academic teams periods
- During program presentation by parent organization, or assemblies
- Emailing lesson plans and communicating via email
- Exchanging personal contact information and texting/calling each other

Lesson Plans

Co –teachers should plan lessons based on content standards from the Texas Essential Knowledge and Skills (TEKS). In some instances, students with disabilities require modifications and/or accommodations to demonstrate proficiency or develop foundational skills aligned with the grade-level standards. *Access to the general curriculum* means more than just being present in a general education setting; it literally means accessing the same curriculum other student access, regardless of disability. Lesson Plans should be data-driven.

When teachers plan, they should consider which co-teaching model to use for each lesson and plan strategies.

When planning for delivery of instruction, teachers should jointly decide:

- student groupings
- delivery models
- assessments

Lesson plans should indicate which co-teaching approach used and identify the specific roles and responsibilities of each teacher.

Individualized Education Program (IEP)

Individualized Education Plan must reflect the supports and services a student with disabilities needs in order to achieve specific goals and/or objectives. Write IEP goals to address areas of need based on current grade levels and support needs of students.

When developing IEPs for students who will be in a co-teaching general education setting

- Write a goal to address deficit skills regardless of classroom setting. Both the general and special education teachers in the co-taught classroom can address these goals.

- If a student receives instruction only from a general education teacher and/or support of a Para-professional (i.e., not in a co-taught classroom) an IEP goal for the general education subject does not need to be written.

- However when deficit skills impact performance across content areas, for example student functioning below grade level, failing grades and/or not passing the state assessment the Annual, Review, Dismissal Committee should consider goals to address those deficit skills.

Progress Monitoring and Grading

Prior to instruction and assignment of grades, co-teachers should collaborate to determine the accommodations/modifications to implement as determined by a student's IEP.

Needed also is accurate assessment data in order to make sound instructional decisions and to provide accurate grades.

Teachers have to make two decisions regarding grading, what to grade, *and* how to grade.

Suggestions regarding grading of student work …

- Consider not grading all work (i.e. work completed while a student is still learning the skills or at least consider not letting these grades factor into a report card grade).

- Grade work that will provide a clear picture of the skills a student has mastered, not just the activities completed.

- Establish classroom environments that promote individual performance, not one that focus only on class/student competition.

- Use rubrics that clearly delineate the most important aspects of what is learned.

- Provide multiple means of assessments to meet the diverse learning needs of all students in a class.

Classroom Management

Align classroom management plans with the school's discipline policy. To ensure equality of power, both teachers should jointly introduce and enforce rules, procedures, and expectations for the classroom.

A student with special needs whose behavior adversely affects the overall educational environment of the student or of other students must have a behavior intervention plan.

Conduct a Functional Behavior Assessment (FBA) first to determine how often and when the problematic behavior occurs, under what circumstances it occurs, and what function or purpose the behavior serves.

Both teachers in a co-taught classroom are responsible for implementing and monitoring the Behavior Intervention Plan (BIP) once FBA data collected and analyzed.

Physical Learning Environment

In the co-taught classroom, classroom arrangement is critical to ensure a smooth and efficient delivery of the instructional content.

Some things to remember about the physical environment are:

- The arrangement of the classroom should accommodate the co-teaching approach/grouping used most often. This will eliminate wasted time while students are moving in and out of groups/rotations.

- Clearly delineated areas/purposed should be identified in the room.

- Classroom walls/bulletin board displays should have an instructional focus
- Displays should change to support instructional themes/activities
- Students with disabilities should be integrated into seating arrangements

- Clear classroom routines (e.g., where to hang coats, where certain materials are placed, what to do when work is finished early, e.g.) should be established

- Both teachers' names should be on printed material and on the outside of the classroom door.

Daily Duties

Divide appropriately between teachers, or even alternated between the two teachers some tasks defined until after the start of the school year such as taking attendance/roll, putting up bulletin boards excreta.

For ease and consistency in communicating with parents assign one teacher to a specific group of students for whom she or he is responsible for all communication with the parents.

Substitutes

If one teacher is absent, use a substitute teacher to continue the co-teaching process. In the case when both are absent, it is required that substitutes for both teachers be assigned.

A substitute folder with the class procedures and daily lessons will ease the transition for the substitute teachers and students.

Remind the substitute (s) of professional confidentiality with regard to students with disabilities.

Critical Elements

In – Class Support Critical Elements

School:	Teacher:	Date:

	ORGANIZATION OF TIME
☐Yes ☐No	Maintain daily/weekly co-teaching schedules
☐Yes ☐No	Maintain daily/weekly Para-professional schedules
☐Yes ☐No	Maintain instructional support needs for students
	COLLABORATION WITH REGULAR EDUCATION
☐Yes ☐No	Maintain logs for planning, delivering, and assessing instruction with general education teachers
☐Yes ☐No	Identify and design accommodations and/or modification for all students.
☐Yes ☐No	Manage behavior and intervene with appropriate interventions as needed.
☐Yes ☐No	Be familiar with various assessment procedures and formats so that an accurate picture of students' progress is available.
☐Yes ☐No	Uses daily data collection procedures and determine how data is collected and analyzed.
☐Yes ☐No	Involved in all curricular meetings related to students' instructional programs
☐Yes ☐No	Openly and regularly, share information and discuss all issues related to the instructional programs for students in an inclusive setting.

	DOCUMENTATION OF STUDENT PROGRESS
☐Yes ☐No	Maintain special education documentation on all students, including regularly up-dating IEP.
☐Yes ☐No	Document and organize student conference forms.
☐Yes ☐No	Maintain telephone log of parent calls.
☐	Maintain Parent Notification of missing/incomplete assignments.
☐Yes ☐No	Provide and implement accommodations identified by A.R.D. committee required for student progress.
☐Yes ☐No	Provide instruction in study skills/organizations skills, such as advanced organizers, mnemonic devices, visual cues, etc..
☐Yes ☐No	Send home Progress Report on IEP goals and objectives.
	Classroom / Behavior Management
☐Yes ☐No	Rules and consequences are reinforced
☐Yes ☐No	Behavior management strategies are developmentally age appropriate.
	Lesson Plans
☐Yes ☐No	Daily Lesson Plans are collaborated with general education teacher.
☐Yes ☐No	Teachers incorporate the goals and objectives on the IEPs into lessons.
☐Yes ☐No	The teacher keeps data collection on the student progress. • Data Collection Sheets • Anecdotal Notes/Records • IEP Plus Objective Worksheet • Other

Forms

Program at a Glance

Student	Date
IEP Goals	IEP Accommodations
Academic/Social Management needs	Comments/Special Needs

Parent Notification of Missing/Incomplete Assignment

Name: _____ Date: _____

Class: _____

What was the assignment? _____
_____
_____
_____

What do you need to do to complete this assignment?
_____
_____
_____
_____

What is the consequence for not doing the assignment?
_____
_____
_____
_____

What do you need to do differently next time?
_____
_____
_____
_____

Parent signature: _____

Comments:_____
_____
_____

Teacher & Para-professional Role Discussion Sheet

Directions:

Discuss the following tasks. Place an "X" for appropriate role of teacher or Para-professional. If appropriate for both, place and "X" in both boxes. After completing the exercise, both collaborators should sign and date the form to indicate agreement. Review tasks on a regular basis and documented with initials and dates.

Responsibilities:			
Classroom Organization	Teacher	Para-professional	Comments
Duplicate Materials			
Prepare displays			
Word process materials			
Create seating arrangement for small group activity			
Create and maintain filing systems for materials			
Arrange and secure materials for the day's activities			
Distribute or collect papers			
Student Assessment			
Stamp/check/collect student work samples			
Keep anecdotal records on student performance			
Complete checklists on student performance			

Conduct formal observation of student performance			
Administer teacher-made tests			
Check for student comprehension			
Setting Objectives			
Identify possible objectives for a student			
Assist in writing objectives			
Document when a student has mastered an objective			
Direct Instruction			
Reinforce instruction			
Assist in small groups of students			
Work 1:1 with students			
Provide appropriate feedback to students			

Responsibilities:

Behavior Intervention	Teacher	Para-professional	
Monitor students in less structured environments, as assigned			
Monitor students during transition			
Monitor student behavior with tracking charts			
Teach self-advocacy strategies			

Help students deal with stress			
Develop strategies which reinforce appropriate behavior			
Monitor groups of students			
Check for understanding with a high degree of frequency			
Working with Parents			
Direct parents to teacher or appropriate personnel			
Provide ongoing communication regarding student			
Contact parents to arrange or confirm information			
Provide positive feedback to students in regard to appropriate behaviors			
Professional Behavior			
Observe and document by using sign-in sheet			
Take initiative to understand curriculum			
Establish non-verbal communication with teacher			
Meet or exceed student dress code			

INITIAL DISCUSSION –

Teacher Name: _____Signature:_____

Inst. Asst. Name: _____ Signature: _____Date: _____

FOLLOW-UP DISCUSSIONS: Date: _____ Date: _____Date: _____

Monthly Data/Communication Log for a Student

Student: _____**Class:** _____**Per.**_____

GE Teacher _____**SE Teacher** _____

Accommodations given to Students:

Strategies used & benefits observed:

Month	Week 1				Week 2				Week 3				Week 4			
Prepared for class Y or N																
Completed homework Y or N																
Participated Y or N																
Behavior issue Y or N																
Arrives on time Y or N																
Absent Y or N																

COMMENTS:

Week 1:

_____

_____

_____

_____

Week 2:

_____

_____

_____

_____

Week 3:

_____

_____

_____

_____

Week 4:

_____

_____

_____

_____

Special Education Inclusion Teacher Daily Activities Log

Student Name:

Area of Concern:

Period	Date	Activity	Outcome

DAILY DATA COLLECTION LOG FOR A CLASS

GE Teacher: _____SE Teacher: _____

Subject:_____ Period _____Date:_____

Student Name	Prepared for Class	Homework Completed	Participation	Behavior	Comments on student's strengths and Challenges in the class

= Yes, Met Expectations   **N** = No, Did Not Meet Expectations   **YN/A** = Not Applicable

Para-professional Daily Student Monitoring Sheet

Teacher: _____   Subject: _____

Completed by: _____   Week of: _____

KEY: 1 – Independent   2 – Some Prompting Needed   3 – Requires Assistance

Student Name	Observed Behaviors	Mon ___ /___	Tue ___ /___	Wed ___ /___	Thurs ___ /___	Fri ___ /___	Weekly Grade
	Participation						
	Attention						
	Work Completion						
	Notes:						
	Participation						
	Attention						
	Work Completion						
	Notes:						
	Participation						
	Attention						

	Work **Completion**					
	Notes:					

	Participation					
	Attention					
	Work **Completion**					
	Notes:					

	Participation					
	Attention					
	Work **Completion**					
	Notes:					

Additional Incidents

_____

_____

I followed-up by _____

Teacher Daily Inclusion Activities Log Per Period

Teacher: _____Date: _____

Period	Location	Support provided to class	
1		___ Small group	___ Simplified directions
		___ Redirected students	___ Re-explained instruction
		___ Put notes on board	___ Check for understanding
		___ Simplified instruction	___ Assignment notebook
		___ Plan with teacher	___ Review with class
		___ Mini Lesson	___ Collect data
		___ Other _____	
2		___ Small group	___ Simplified directions
		___ Redirected students	___ Re-explained instruction
		___ Put notes on board	___ Check for understanding
		___ Simplified instruction	___ Assignment notebook
		___ Plan with teacher	___ Review with class
		___ Mini Lesson	___ Collect data
		___ Other _____	
3		___ Small group	___ Simplified directions

		___ Redirected students	___ Re-explained instruction
		___ Put notes on board	___ Check for understanding
		___ Simplified instruction	___ Assignment notebook
		___ Plan with teacher	___ Review with class
		___ Mini Lesson	___ Collect data
		___ Other _____	
4		___ Small group	___ Simplified directions
		___ Redirected students	___ Re-explained instruction
		___ Put notes on board	___ Check for understanding
		___ Simplified instruction	___ Assignment notebook
		___ Plan with teacher	___ Review with class
		___ Mini Lesson	___ Collect data
		___ Other _____	
5		___ Small group	___ Simplified directions
		___ Redirected students	___ Re-explained instruction
		___ Put notes on board	___ Check for understanding
		___ Simplified instruction	___ Assignment notebook
		___ Plan with teacher	___ Review with class
		___ Mini Lesson	___ Collect data
		___ Other _____	

6		___ Small group ___ Simplified directions ___ Redirected students ___ Re-explained instruction ___ Put notes on board ___ Check for understanding ___ Simplified instruction ___ Assignment notebook ___ Plan with teacher ___ Review with class ___ Mini Lesson ___ Collect data ___ Other _____

Accommodation Checklist

Student Name: _____ Subject: _____

Teacher Name: _____

Instructional Methods and Materials	Date	Date	Date	Date	Date
Use of color to highlight important details					
Material presented in a logical manner with use of explicit cues					
Front loaded vocabulary					
Worksheet or study guide to follow for independent reading					
Use of strategies for student interaction & grouping					
Use of oral and visual clues during lecture					
Examples provided					
Use of a variety of structured organizers for note taking					
Teacher keying class notes to text pages					
Repeating, paraphrasing, and summarizing instructions and content					
Use of concrete materials, manipulatives and flowcharts					
Frequent Comprehension Checks					

Appropriate pacing					
Assignment & Assessments					
Use of prearranged signal					
Change tone of voice					
Teacher modeling expected behavior					
A choice of tasks and assignments					
Page numbers are given for locating answers to questions					
Directions are simplified by numbering each step					
Directions are chunked					
Students are asked to repeat directions					
Directions are simplified or clarified					
Graphic organizers or outlines are provided					
Student may have study buddy					
Learning Environment					
Student may sit close to teacher					
There is a balance of active and passive activities					
Follow-up instruction is provided, as needed					

Alternative activities are provided for unstructured time				
There is a routine in place for transitions				
Clutter/distractions are reduced				

Class Accommodations AT-A-GLANCE

STUDENT NAME (LAST, FIRST)

INSTRUCTIONAL METHODS & MATERIALS

Use of color to highlight important details													
Explicit cues													
Front-load vocabulary													
Study Guide for independent reading													
Peer grouping													
Use of oral & visual cues													
Examples Provided													
Use Graphic organizers													
Repeating, paraphrasing, & summarizing													
Use of manipulative													
Frequent comprehension checks													
Appropriate Pacing													

ASSIGNMENT & ASSESSMENTS

Model of "good" work														
Choice of tasks/assignment														
Page numbers provided														
Number directions to simplify														
Chunk Information														
Students repeat directions														
Simplify Directions														
Graphic organizer / outline provided														
Student assigned study buddy														

LEARNING ENVIRONMENT

Sit close to teacher															
Activities balanced to include passive & active															
Follow-up instruction is given															
Alternative Activities provided for unstructured time															
Routine in place for															

STRATEGIES for Academic Achievement

(To be used by teachers)

SIMPLIFY THE INPUT		USE CONTEXT CLUES	
Slower speech rate		Gestures	
Clear enunciation		Facial expressions	
Controlled Vocabulary		Act out meaning	
Use of cognates		Props (artifacts)	
Limited use of idiomatic speech		Graphs	
Define words with double meaning		Visuals	
Mini lectures		Visual and word association (audio clues)	
Other:		**Other:**	

CHECKS FREQUENTLY FOR UNDERSTANDING			
Formative		**Summative**	
Comprehension checks		Mastery of objective assessed in a variety of ways	
Clarification requests		Review of main topics and key vocabulary	
Repetitions			
Expansions			
Variety question types			
Interaction: teacher-student (audio clues)			
Other:		**Other:**	

DESIGN APPROPRIATE LESSONS

	Appropriate to student fluency		Listening and speaking activities precede reading and tapping prior knowledge writing
	Reading assignment include pre-reading, during reading and post reading activities		Writing activities preceded by pre-writing
	Vocabulary emphasis		Cooperative activities
	Extended anticipatory set		Appropriate pacing
	Lesson accesses prior knowledge and language experience		Lesson moves from whole to part
	Provide opportunities for verbal activities		
	CONTENT DRIVEN		**STUDENT CENTERED**
	Identify key topics organized around main themes		Check for student attention
	Identifiable objective topics appropriate to grade level		Variety of grouping strategies
			Hands-on activities
			Manipulative
			Use of various modalities
			Limit error correction to modeling and expansion
			Accept responses in primary language
			Allow students time to interact and discuss before responding
	Other:		**Other:**

Teacher: _____Class: _____Period: _____ Date: From _____ To _____

Co-Teaching Rating Scale

Rationale: Increased self-reflection expands the co-teaching team's awareness of those behaviors that are or are not conducive to the effectiveness of the team.

Directions: Teams complete this form on the first Monday of every month. Rate your co-teacher first, and then give the Form to your co-teacher to rate him or herself. Please, be honest, this is a tool to help your co-teaching Team serve the students.

Respond to each question below by circling the number that best describes your viewpoint.

1: Rarely   2: Sometimes   3: Usually

Indicators of Established Roles and Responsibilities   Co-Teacher

                                                                       Self-evaluation

	Co-Teacher			Self-evaluation		
1. I often present lessons in the co-taught class.	1	2	3	1	2	3
2. The "chalk' passes freely between the two teachers.	1	2	3	1	2	3
3. Students accept both teaches as equal partners in the learning process	1	2	3	1	2	3
4. Classroom rules and routines jointly developed.	1	2	3	1	2	3
5. Humor often used in the classroom.	1	2	3	1	2	3
6. A variety of classroom management techniques is used to enhance learning of all students.	1	2	3	1	2	3
7. Behavior management is the shared responsibility of both teachers.	1	2	3	1	2	3
8. I understand the curriculum standards with respect to the content area in the co-taught classroom.	1	2	3	1	2	3
9. Both teachers in the co-taught classroom agree on the academic goals of the classroom environment.	1	2	3	1	2	3

10. Both teachers in the co-taught classroom support the behavioral goals of the classroom environment.	1	2	3	1	2	3
11. Planning can be spontaneous, with changes occurring during the instructional lesson.	1	2	3	1	2	3
12. I am familiar with the methods and materials with respect to this content area.	1	2	3	1	2	3
13. Planning for classes is the shared responsibility of both teachers.	1	2	3	1	2	3
14. I feel confident in my knowledge of the curriculum content.	1	2	3	1	2	3
15. I feel comfortable moving freely about the space in the co-taught classroom.	1	2	3	1	2	3
16. There is fluid positioning of teachers in the classroom	1	2	3	1	2	3
17. Modifications goals for students with special needs are incorporated into class.	1	2	3	1	2	3
18. Test modifications are commonplace.	1	2	3	1	2	3
19. Student-centered objectives incorporated into the curriculum.	1	2	3	1	2	3
20. Many measures used for grading students.	1	2	3	1	2	3
21. Goals and objectives in IEPs considered as part of the grading for students with special needs.	1	2	3	1	2	3
22. Communication among all stakeholders is open and honest.	1	2	3	1	2	3
23. I follow the responsibilities of my role in our inclusive model.	1	2	3	1	2	3
24. Time is allotted (or found) for common planning	1	2	3	1	2	3

Please note: This is a confidential document shared between the co-teachers only. Not used as a supervisory documentation.

Students Information Form (Confidential)

Student _____   Grade _____ School year _____

Current teacher _____ Last year's teacher _____

Special education and related services:	Likes:
___ Academics (list)	
___ Speech:	
___ Occupational therapy:	
___ Physical therapy:	Dislikes:
___ Aide support:	
___ Special Ed instruction:	
___ Special Ed consultation:	
___ Other:	

Medical and health:	See counselor, child study team, or principal for other relevant confidential information
___ Medications: ___ Allergies: ___ Diabetes ___ Seizures: ___ Other medical / physical needs	yes ___ no ___ **Behavioral plan** ___ yes (attach) ___no **testing accommodations** ___ yes ___ no
What works / Learns best when: ___ Seeing (needs picture or graphic organizer) ___ Hearing and doing (teacher modeling) ___ Moving (hands-on work, labs, field trips) ___ Getting multisensory input (all of the above)	**Other important information or areas of concern:**

Supervisor's Co-Teaching Rating Scale

Teacher: _____ Co-teacher: _____ Subject: _____ Date: _____

Rating: 1 – rarely; 2 sometimes; 3 usually				Comments:
Nonverbal communication observed	1	2	3	
Both teachers move freely throughout the classroom	1	2	3	
Teachers appear competent with the curriculum and standards	1	2	3	
Spontaneous planning occurs throughout the lesson	1	2	3	
Both teachers take stage and present during the lesson	1	2	3	
Humor is often used in the classroom	1	2	3	
Both teachers appear familiar with the method and materials with respect to the content areas	1	2	3	
Modifications of goals for students with special needs are incorporated into the class	1	2	3	
The "chalk" passes freely	1	2	3	
A variety of classroom management techniques is used to enhance learning	1	2	3	
Test modifications are commonplace	1	2	3	
Student-centered objectives are incorporated into the classroom curriculum	1	2	3	
Students appear to accept and seek out both teachers' help in the learning process	1	2	3	

Collaboration	1	2	3	
Teachers agree on the goals of the co-taught classroom	1	2	3	
Classroom rules and routines have been jointly developed	1	2	3	
Many measures are used for grading students	1	2	3	
Materials are shared in the classroom	1	2	3	
Communication is open and hones	1	2	3	
Time is allocated (found) for common planning	1	2	3	
Behavior management is the shared responsibility of both teachers	1	2	3	
Goals and objectives in IEP are considered as part of the grading for students with special needs	1	2	3	
	1	2	3	
	1	2	3	

Guide to Student's Adaptation Planning

Student: _____Class _____ Date: _____
Gen.Ed. Teacher: _____ Sp. Ed. _____
Meeting: When _____ Time: _____

Materials to adapt:
_____ textbook   _____ homework   _____ worksheet
_____ study guides   _____ quizzes, tests   _____ other:

Plan for exchanging materials that need adaptation:

Plan of Action: when we will do if either teacher is unable to fulfill our responsibility

Special Education teacher:

General Education teacher:

Class activity	General adaptations	Special adaptations, differentiation, or accommodations (those developed during weekly planning meetings)

Determining Roles and Responsibilities

Discuss the following roles and responsibilities in order to clarify expectations:

Who will be responsible for. . .	Gen. Ed.	Sp. Ed	Para
Maintaining IEP data and students' goals and objectives			
Collecting data on student performance			
Planning content area instruction and lessons			
Writing lesson plans			
Accommodating and modifying materials			
Designing pre-teaching and/or re-teaching plans			
Teaching specific study skills and/or learning strategies			
Designing tests, assessments, assignments, etc.			
Establishing grading procedures			
Grading students			
Establishing and maintaining classroom management routines and procedures			
Designing behavior management programs			
Implementing behavior management programs and collection data			
Communicating with parents			
Communicating with grade level or departmental colleagues			
Providing instructions and feedback to paraprofessionals and other support personnel			

At a Glance – Teacher Actions during Co-Teaching

While one of us . . .	The other can do this. . .
Creates basic lesson plans for standards, objectives, and content curriculum	Provides suggestions for accommodations, activities for diverse learners, and modifications
Runs last minute copies or errands	Reviews homework
Takes attendance	Collects and/or reviews last night's homework
Passes out papers	Reviews directions
Provides large group instruction	Circulates, using proximity control for behavior management
Lectures	Models note taking on the board/overhead
Gives instructions orally	Writes down instructions on board
Explains new concept	Conducts role play or models concept
Checks for understanding with large heterogeneous group of students	Checks for understanding with small homogeneous group of students
Circulates, provides individual support as needed	Provides direct instruction to whole class
Facilitates silent activity	Circulates, checks for comprehension
Facilitates sustained silent reading	Reads aloud quietly with a small group; previews upcoming information
Facilitates stations or groups	Also facilitates station or groups
Preps half of the class for one side of debate	Preps the other half of the class for the opposing side of the debate
Reads a test aloud to a group of students	Proctors a test silently with a group of students
Considers modification needs	Considers enrichment opportunities

Co – teaching Partnership

How do you and the co-teacher convey to students that your teaching relationship is a partnership based on parity? The following checklist may help you think through ideas about how you and the co-teacher and students can observe equality or its absence. Keep in mind that how many of the following parity signals pertain to your situation depends on many factors.

Already Do   Should Do   Not Applicable

_____   _____   _____   Both teachers' name on board

_____   _____   _____   Both teachers' names on report cards

_____   _____   _____   Both teachers' handwriting on student's assignments

_____   _____   _____   Both teachers with space for belongings

_____   _____   _____   Both teachers with adult-size furniture

_____   _____   _____   Both teachers with a lead role in the classroom

_____   _____   _____   Both teachers talk during instruction

_____   _____   _____   Both teachers work with all students

_____   _____   _____   The students consider both teachers

_____   _____   _____   Both teachers give directions or permission
without checking with the other teacher

Resource

Corrective Reading Program

INTRODUCTION

The Individuals with Disabilities Education Act (IDEA) is the law that provisions service and support to children with disabilities. IDEA governs how states and public agencies provide early intervention, special education, and related services to children. It ensures that children with disabilities receive a "free appropriate public education" (FAPE). This means that school s provide eligible students with specialized supports/instruction address their academic needs in the least restrictive environment.

The Individuals with Disabilities Education Act (IDEA) provides states with the regulations, guidelines, and requirements to support them to design and implement programs in special education. The overall goal is to improve student achievement by providing increased access to the educational environment and the right to be educated with non-disable peers (inclusion approach) as much as possible.

Special Education Resource Room

Resource rooms are classrooms that implement a special education program to students with disabilities. It is for students who qualify for either a special class or general education class placement but needs some special instruction in an individualized or small group setting for a portion of the day.   Students with learning disabilities or other disabilities that interfere with learning in general education classroom setting receive instruction, usually in reading, math, or both for part of the day.   Then return to the general education classroom for other instruction.

How long a student is in the Resource Room depends on the specific area of need. The Resource Room Teachers work closely with the students' general education teachers and the parents to ensure support provided help the students to reach their full potential. The teachers follow the I.E.P. and take part in the A.R.D. meetings. The teachers work closely with other professionals and Para-professionals to support the students with specific learning disabilities.

The student's I.E.P. defines the individual support needs in resource rooms. The student getting this type of support receives time in the resource room and time in the regular classroom with modifications and/or accommodations, which is the resource support in the general education class.

For success, students with specific learning disabilities require specialized intervention including specific skill instruction. In the Resource Rooms, special education teachers focus on students' high priority deficit areas. Reading, writing, organizational study skills, and math are the focus.

Students who need decoding intervention normally have little experience and are not familiar with the vocabulary, sentence structure, text organization, and

concepts of book language. These students make frequent word identification errors, add and/or omit words, confuse high-frequency words, have a poor grasp of grapheme-phoneme relationships, read at a laboriously slow rate, and are unable to comprehend because of inaccurate reading.

Students with comprehension problems cannot follow multi-step directions, exhibit poor auditory memory and statement repetition skills, lack the analytical skills required to process arguments, have a deficient vocabulary, and lack background or domain knowledge.

Without intervention, students develop negative attitudes toward reading, and become poor spellers and writers. They do not think or speak with clarity, and are not highly motivated.

Reading instruction is most effective when teachers provide students with direct and explicit teaching in the specific skills and strategies that are necessary for reading proficiency. Direct instruction is a teacher-centered instructional approach that is most effective for teaching basic or isolated skills (Kroesbergen & Van Luit, 2003). Direct instruction can be a scripted program that is very systematic with a systematic format requiring student mastery at each step. It is generally fast-paced instruction and often used with a small group of students. Students respond to instruction and receive immediate feedback. Direct instruction also includes continuous modeling by teachers followed by more limited teacher involvement and then fading teacher involvement as students begin to master the material (Maccini & Gagnon, 2000).

SRA/McGraw-Hill's **Direct Instruction** program uses common instructional planning and consistent classroom routines to boost student skill mastery in reading, spelling, language arts, and mathematics. The **Corrective Reading Program**

is an intensive instructional support for primary or secondary students with reading difficulties. It incorporates the following features to bring students up to grade level performance:

- Research-based direct instruction teaching model

- Direct teaching and critical skills and strategies to accelerate progress

- Appropriate placement tests are administered throughout the year for new students and for those who need reassignment or acceleration
- The program has a built-in management system

Corrective Reading Program is a comprehensive reading intervention program, which offers developed and tested program design structured so students learn how to learn as they master increasingly complex skills and strategies. Scripted presentation approach that uses a rapid pace, carefully chosen exercises and examples, and other special presentation techniques to engage even reluctant learners.

This program is an intensive instructional support for primary and/or secondary students with reading difficulties. It provides intensive, sustained direction instruction to address deficiencies in decoding and comprehension; designed to provide differentiated personalized instruction.

The Corrective Reading program provide the tools to help teachers close the achievement gap by addressing deficiencies in both decoding and comprehension. There are four levels in the Decoding strands and four levels in the Comprehension strands: **Decoding A, B 1, B 2, and C.** **Decoding A** target students that read so chopping they cannot
understand what is read. **Decoding B 1 and B 2** focus on students who do not read at an adequate rate or who confuse words. In **Decoding C**

the target students lack comprehension of sophisticated text, they do not learn from what they read, or have trouble thinking critically. **Comprehension Level A** is for students who cannot understand much of the material taught at grade level. Students in **Comprehension B 1** and **Comprehension B 2** experience difficulty-drawing conclusions, understanding contradictions, and following written directions. In **Comprehension Level C** students lack comprehension of sophisticated text, they do not learn well from what they read, or have trouble thinking critically.

In addition, there is a **Fast Cycle** option for **Comprehension A and B 1** to accelerate student progress. This is appropriate for older and more advanced students; it quickly and efficiently covers content from the core program in fewer lessons and provides entry into the core program nearer to grade level.

It is important to identify students assigned to the program. Scores on the **Corrective Reading Decoding Placement Test or Comprehension Placement Test** indicate if the students have the skill level necessary to enter each level of the program. A single-strand sequence place students in one strand and the students move through the strand from the initial placement to the end of the strand. The double-strand sequence require that students receive two full periods of instruction

daily – one period in a Decoding program and one period in a Comprehension program.

- Decoding A is appropriate for students in grade 3 through high school who are extremely deficient in decoding skills.
- Decoding B is appropriate for most problem readers in grade 3 through 12 who guess at words.
- Decoding B 2 is appropriate for students in grades 4 through 12 who have some decoding problems, who do not read at an adequate rate, who still tend to confuse words with similar spelling, and who tend to guess at words.
- Decoding C is appropriate for students who have mastered many basic reading skills but who have trouble with multisyllabic words and typical textbook material.

In the Comprehension strand, each level is independent of the others.
- Comprehension A is for students who do not have well-developed recitation skills, they cannot repeat sentences they hear, so they have trouble retaining and answering questions about information that is presented.
- Comprehension A Fast Cycle is designed to accommodate older students and reduce the number of lessons to those in Comprehension A.

- Comprehension B 1 students lack some common basic
- information, such as how many month are in a year, they are deficient in thinking operations, have some trouble identifying how things are the same and completing deductions that involve the word *maybe*
- Comprehension B 1 Fast Cycle is for students who need some of the information and reviews presented in Comprehension B 1 but are close to placing in Comprehension C
- Comprehension B 2 students have completed Comprehension B 1 or B 1 Fast Cycle

- Comprehension C students already learned many skills, but have deficiency in using skills independently

The placement procedure designed so that students take two tests. The first (Test 1) is a screening test that requires written responses and is administered to an entire class or to a group. Students who make **more than seven errors** on the screening test take another test (Test 2) that places them in Comprehension A, Comprehension A Fast Cycle or Comprehension B 1. Test 2 is an oral test individually administered. Students who make **seven or fewer errors** on the screening test take another test (Test 3) that places them in Comprehension C. Test 3 requires written responses and the test presented to the entire class or group

One of the unique features of the **Corrective Reading** program is the flexibility by multi-entry points of placement as well as by acceleration and remediation assessments. This flexibility allows for mobility within the program throughout the year thus meeting the needs of individual students. All five levels of **Corrective Reading** Comprehension contain in-program Mastery Tests and Individual Reading Checkouts. These tests and checkouts are criterion-referenced performance measures that provide detailed data on student progress.

Constant monitoring by teachers will assist students in moving upward through the Corrective Reading program toward grade level performance. The following recommendations should occur during the school year:

- Based on assessment results regrouping should occur
- If students pass a mastery test without errors and their reading fluency rate is firm, move on to the next mastery test until the student does not

meet the requirement. Accelerate the student to that lesson and move to the next higher group

Grouping for the **Corrective Reading** program depends upon each student's performance on the placement tests.   Groups should be a homogenous as possible for effective instruction.

 Small group instruction is necessary to meet the need of the students.

In order for the **Corrective Reading** program to accelerate and enhance student performance, each student must receive **Corrective Reading** instruction daily in class periods of at least 45 minutes.

Possible schedules include:

- Block schedules
- Regular class period of at least 45 minutes
- Instruction prior to regular school hours
- Instruction after regular school hours
- Extra reading periods during the school day

Strategies for Scheduling

Block schedules — Students need to receive Corrective Reading instruction daily

Suggestion: — On "A" days students go to reading classes for reading classes for Corrective Reading; on "B" days they go to English for Corrective Reading for Corrective Reading

45 min. Periods   Students in the fourth grade or higher who place in
                         Decoding A or B 1 and who are reading 2 ½

years below grade level need to do two lesson daily.

Suggestions:

- Substitute an elective for a second **Corrective   Reading** period
- Provide tutoring
- Schedule all staff to teach reading at the same time
- Conduct small group sessions before or after school

Extra Reading Period- identify extra minutes for additional reading period

- Take time from class changing, lunch
- Provide before/after school sessions
- Offer summer school

Systematic monitoring of student progress and performance is an integral part of **Corrective Reading**. Monitor the quality of **Corrective Reading** instruction using the following charts and information:

- Individual Reading Progress Chart
- Reading Check-out – Fluency Assessment Summary
- Student Workbooks

- Mastery Tests after every 10th lesson

Mastery Tests

In most programs, the Mastery Tests appear every tenth lesson and provide information about student performance as well as remedies for groups of students who have not mastered specific reading skills

Workbook Exercises

Another source of effectiveness of Corrective Reading instruction is individual student's performance on workbook items. Each workbook lesson is one page and every student should do the workbook exercise as part of the lesson.

Individual Reading Checkouts

The Individual Reading Checkout reflects daily individual student data. The daily timed reading checkouts help students gradually develop acceptable reading rates. Each student records their data each day when completing the reading checkouts.

Forms

Resource Classroom - Critical Elements

School:	Teacher:	Date:

	SCHEDULING OF STUDENT TIME
☐Yes ☐No	Students scheduled into resource classes as per I.E.P. according to need and time
☐Yes ☐No	Schedule is developed and posted to reflect what is taught each time period and how the time is organized
	CLASSROOM MANAGEMENT SYSTEM
☐Yes ☐No	Classroom rules are posted
☐Yes ☐No	Continuum of re-enforcers and consequences are posted
☐Yes ☐No	Teacher can articulate how she/he teaches rules and procedures and re-enforces appropriate behavior
	LESSON PLANS
☐Yes ☐No	Daily Lesson Plans exits
☐Yes ☐No	Teacher can link each student's IEP objectives to daily lesson plans
	DOCUMENTATION OF STUDENT PROGRESS
☐Yes ☐No	Maintains documentation on students and up-dates I.E.P. goals/objective, and progress reports
☐Yes ☐No	Maintain documentation of student/parent conferences and conferences with general education teachers
☐Yes ☐No	Completes Student Tracking Form each grading period

☐Yes ☐No	Maintains parent telephone logs
☐Y es ☐No	Maintain grade book and work samples which demonstrate student progress on IEP goals/objectives
☐Yes ☐No	Send home Progress Report on IEP goals and objectives
☐Yes ☐No	
INSTRUCTIONAL MANAGEMENT	
☐Yes ☐No	Uses Intervention program
☐Yes ☐No	There is evidence of individualization of curriculum to meet the needs of students
☐Yes ☐No	Provides challenges and opportunity for success
☐Yes ☐No	
☐Yes ☐No	
☐Yes ☐No	

Notes:_____

_____

_____

_____

Supervisor's signature: _____

Teacher List and Schedule

School_____ Teacher: _____Rm. _____ Date: _____

| Student | Program | # of Students | | Time or Period | Room # |
		M	F		

Progress Timeline

Action	Date(s) Scheduled	Check Off√	Person(s) Responsible
Corrective Reading meeting with Administration & Teachers			
Corrective Reading Placement Test In-service			
Placement Tests Results for Students			
Order of Instructional Materials			
Group Students for Corrective Reading Instruction			

Identification of Teachers			
Corrective Reading Schedules			
Corrective Reading Teachers' Meetings			
Monitoring of students progress and mastery			
Submission of reports			

Notes:

_____

_____

_____

_____

_____

_____

_____

Student Group

School: _____Teacher: _____ Rm # _____Date: _____

	Student	ID Number	Decoding Level	Comprehension Level	Time/Period
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

SCHEDULE FOR DEMONSTRATION LESSONS

School: _____ Teacher: _____ Date: _____

Consultant: _____

Time	Teacher/Room	Level/Lessons	Teachers Observing

Observation Form for Visitations

Teacher: _____Date: ___/___/___Time_____# of Students ____

1. Is the schedule being followed?

   _____

   _____

   2. Did the instructional presentation start/end on time?

   _____

   _____

3. Teacher and student materials readily available and the organization of

   the room conducive to instruction?

   _____

   _____

   4. Is the teacher getting frequent responses from the students? Are the

   students attending to the lesson and responding together?

   _____

   _____

   5. Is the pacing proper? Are the parts of the lesson within the time allotments?

   Are there enough responses in six minutes (i.e., number of responses divided by six)?

   _____

   _____

6. Is the teacher attending to whether or not the students are learning? Is

   he/she making corrections immediately when students do not respond correctly?

   _____

   _____

7. Are the students placed in the appropriate lesson/program

   _____

   _____

End of School Year

Student Performance and Final Placement Form

Campus: _____   Teacher: _____   Room # _____ Date: _____

	Student Name	Student ID#	Last Lesson Completed	Total # of Lessons Completed this Year	Placement for Next School Year
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					

Monitoring Check- List for Supervisors

Campus: _____ Teacher: _____ Date: _____

1. _____All students tested and placed appropriately

2. _____Teachers have the necessary materials

3. _____The group size is appropriate for the program/skill level

4. _____Teacher teaching a lesson daily

5. _____Students recording their points on the Point Summary Charts

6. _____Teacher giving the in-programs tests

7. _____ Group on track

8. _____ Teacher uses correction procedures

9. _____Teachers using and maintaining the necessary forms

10. _____A schedule when forms and reports are due provided to staff

Notes:

_____
_____
_____
_____
_____
_____
_____
_____

Issues to Consider When Scheduling

1. Identify which students in your feeder schools have received CRP
   Instruction (see CRP Profile Sheet)

   Note: All feeder schools that provide CRP instruction must send a complete
   Profile Sheet in eligibility folders of CRP classes for the subsequent year

2. Consider and accommodate the numbers of students transitioning into your building

3. Consider the suggestions given in the previous section on Scheduling CRP
   Instruction. Select a scheduling option or present the options to of the best
   schedule

4. Identify all support staff available for implementing CRP

   Note: A positive aspect of teaching all reading classes at the same time
   is that students can be regrouped to accommodate their learning levels
   without disrupting their entire schedules.

5. Plan for students who do not test into the CRP Decoding strand and for students
   who are exempt from CRP altogether

Resource Math

Direct Instruction & Math

 The No Child Left Behind Act of 2001 and the Individuals with Disabilities Education Act of 2004 support the assertion that all children, including those with disabilities, should have access to the general education curriculum.
Students with specific learning disabilities may challenge the implementation of new educational policies, particularly in the area of mathematics with grade-level standards.

One of the most important methods of ensuring access to the general education curriculum for students with disabilities is through validated research-based instructional approaches. With direct instruction, teachers follow a sequence of events, generally stating the objective, reviewing skills necessary for new information, presenting new information, questioning students, providing group instruction and independent practice, assessing performance, and giving more practices (Swanson, 2001).

Teachers may develop their own direct instruction lesson by breaking the desired concept into smaller tasks and then developing scripted, fast-moving sessions. They must regularly check for understanding and provide immediate feedback. The instruction provided to students is in a systematic manner.

 For example, when teaching the addition of decimals, teachers begin with a review of adding integers numbers (e.g., the importance of lining up the one's column and then lining up each column to the left). Next, they review the meaning of the decimal point, they

demonstrate the decimals must be lined up and model problems that require the addition of decimals several times, talking their way through each problem. Each problem has a set of steps that may be scripted. Teachers model several problems like this, which they apply to practical situation, such as adding money. They then allow students to practice a variety of addition problems, some involving skills the students have already mastered and some using this new skill. When the students achieve mastery, determined through continuous progress monitoring teachers move to the next skill but continue, through practice to reinforce earlier skills.

Sample

- We will add 12.1 + 3.3
- First, write the 12.1
- Next, write the 33.3. Remember to line up the decimal!
- Now, bring your decimal point straight down into your answer

```
12.1
+3.3
  .
```

- Next, add your numbers. 1 plus 3 equals 4, and the 4 is placed on the right side of the decimal. The 2 plus 3 equals 5 and the 5 is placed on the left side of the decimal.
- Finally, there is no number to add to the 1, so imagine a zero in front of the 3, and add 1 plus zero. Your answer should be 14.4

```
12.1
+3.3
15.4
```

Teaching basic skills to students through direct instruction and then teaching them strategies to store and retrieve the information will ensure a successful educational experience for all students. Direct Instruction is teacher directed and follows a definite structure with specific steps to guide students toward achieving clearly defined learning outcomes. This approach is crucial   for students with disabilities and students who are at risk to retain new skills.

Direct Instruction six teaching procedures:

1. Review The first procedure is starting each lesson with a review of the previously learned skills, homework, and/or the prerequisite skills students will need for the target lesson. The review serves as an informal assessment to gauge whether the students have the necessary prerequisite skills or if re-teaching of the contents is necessary prior to the lesson delivery.

2. Presentation – addresses the general techniques that positively correlate with presenting new materials in a clear and organized manner. The instructional delivery include:
   (a) An overview of the lesson (e.g. verbally stating or listing the lesson goals),
   (b) Teaching the new skill at a fast rate to maintain student attention and in small increments to reduce student confusion,
   (c) Modeling the procedure via thinking aloud, using clear and consistent language,
   (d) Checking for initial student understanding by asking question, and providing repeated explanations of demonstrations as needed, and
   (e) Incorporating a variety of examples and teaching to a level of mastery prior to advancing in the lesson (Rosenshine, 1996).

3. Guided practice- teacher directed practice follows the initial demonstration and includes teacher supervision and guidance as students start to perform the new tasks. During this initial learning stage, the students will become "firm with the materials and reach a level of 80% correct or greater. To obtain this level of success, instructional guidance should include:
   - A high number of factual questions (e.g. Requiring specific responses) and process-based questions (e.g.) requiring explanation of steps). Procedures should include individual and group responses to assess student understanding,
   - Teacher prompts (e.g. Verbal or written cues, anticipating and addressing frequent student errors) are provided to help students

perform the task. The prompts are then gradually phased out as students assume more responsibility for completing the tasks independently,

- teacher evaluation of student understanding based on frequent student responses and use specific corrective feedback as needed

4. Provide corrections and feedback immediately to reduce student errors during review presentation and guided practice.

The student provides	The teacher:
Quick, correct, and firm answer	Moves to a new question to maintain the pace of the lesson
Accurate but hesitant answer	Provides brief feedback ("correct") and an explanation of why the answer is correct
Careless mistake	Corrects student error and move on in the lesson to maintain the pace
Inaccurate answer due to facts or process:	Restates the question into simpler form, provides clues/prompts, and re-teaches if necessary

5. Independent practice – students perform the task while the teacher monitors performance and provides additional explanation or re-teaching as needed. Students perform the task slowly as they think through the process with few errors prior to performing the task with a high level of accuracy and speed. It is important to maximize the time for independent student seatwork and to program for over learning of the target skill (to a level of 95% mastery or greater).
Rosenshine (1983) recommends the following guidelines for increasing student involvement during independent practice:

- scheduling more demonstration and guided practice time than independent seatwork time to prepare students to work independently
- providing structured support at the beginning of the independent practice (have the class perform the first two or three problems and check the work prior to moving on)
- Circulating among the class and monitor student work by asking questions, checking answers, and give brief instruction as needed.

6. Weekly and monthly reviews are important for addressing maintenance of skills and for determining if re-teaching is necessary. Math teacher provides a review of skills each Monday on the skills addressed the week prior and monthly cumulative review the fourth Monday of each month.

The example below demonstrates a classroom lesson for Algebra I general education class using direct instruction on a lesson on polynomials (monomial, binomial, and trinomial) at a high school level. Teachers can use the same direct instruction teaching procedures when teaching algebraic reasoning skills to student at the elementary level (with repeating patterns and middle level with growing patterns and early function concepts, variables and equations).

Teaching Function:	Classroom Example
Review	- The lesson objective and agenda are written on the board: Objective: Polynomial/Distributive Property; Today's Agenda (1) collect homework,)2) discuss polynomials, (3) students work in pairs on models, (4) work on math activity sheet - Teacher asks to see homework; students ask question on hard problems, such as 6 (-2) (3) /-6
Presentation	- The teacher states the goal of the lesson and involves students: "We want to look at the definition of a polynomial … does anybody have an idea what "poly" mean as the prefix? - The teacher presents the lesson in small steps using varied examples and non-examples: (a) model monomial, (b) guided practice with monomial, (c) model binomial, (d) guided practice binomial, (e) model

	trinomial, and (f) guided practice with trinomial. For example, the teacher provides examples of numbers that have one quantity (eg 5, x, 3a, 1/5, 10/2) as well as example (5a + 5a) that can be written as one simplified tern and non-example (5a + 5b) that looks similar but differs by one attribute (different variables). The teacher probes students to determine the number of terms of each example, which leads to a discussion ("What is the prefix for two?") and the definition of each group ("This polynomial that has two terms is called a binomial. The polynomial with one term is called a monomial").
Guided Practice	• The teacher asks students many question to actively involve students in learning and to assess understanding: "5a + 5b, why is this not an example of one quantity/"; "could I have some examples of one quantity using subtraction?" (eg 5b, 6a, 7a, 3x-x), binomials (eg 6m =6b, 10h + 10i, 10h + 12I, 7y – 2x), and trinomials (eg x+2x2+4x 3, 4X 2+ 3x 2+6x)
Feedback & Correction	• The teacher provides positive and corrective feedback and student prompts (eg, "Very good, one has an exponent"; " Good, this one is a binomial"; "Why not?"
Independent Practice	• Teacher asks students to write five different examples per type of polynomial and monitors student performance (circulates the classroom) • The students work together in small groups as the teacher monitors their performance. This allows her to assist more than one student at a time as she answers question from each group
Weekly and monthly review	• The teacher provides a cumulative review of problems for homework. The teacher stated the importance of review for monitoring student understanding and for assessing if students meet the criterion level of 80% correct. The teacher noted the occasional need to review the material the following day

As illustrated in the example, direct instruction is a practical and effective approach for teachers, as they assist students with specific learning disability in mathematics. The teacher used the six teaching functions noted by Rosenshine and Stevens (1996) to provide the necessary support and structure to student, increasing their opportunity to access the general education curriculum.

Students with specific learning disabilities (SLD) have difficulty solving math word problems because they often cannot decide what to do to solve the problem. Many of these students struggle with how to (a) approach math problems; (b) make effective decisions; and (c) carry out the chosen plan. One effective approach to assisting students with SLD is to provide Strategy Instruction. Some features that make strategies effective for students with SLD are:

- Memory devices to help students remember the strategy

- Strategy steps that are sequenced appropriately for example students are cued to read the word problem carefully prior to solving the problem and lead to the desired outcome (successfully solving a math problem)

- Strategy steps that use prompts to get student to use cognitive abilities for example the critical steps needed in solving a problem; and

- Meta-cognitive strategies that use prompts for monitoring problem-solving performance ("Did I check my answer

STAR is a an example of first-letter mnemonic that can help students recall the sequential steps from familiar words used to help solve word problems involving integer numbers. Students should memorize the steps of the mnemonic strategy and related sub step.

Structured Worksheet of the *STAR Strategy*

Problem: On a certain morning in College Park, Maryland, the low temperature was -8 F, and the temperature increased by 17 F by the afternoon What was the temperature in the afternoon that day?

Strategy Questions	check off after completing each task:

Search the word problem
    (a) Read the problem carefully
    (b) Ask yourself questions; "What do I know" What do I need to find?
    (c) Write down the facts
Translate the words into an equation in picture form
Answer the problem
Review the solution
    (a) Reread the problem
    (b) Ask yourself questions: "Does the answer make sense? Why?
    (c) Check the answer
	I know I have tow temperatures:

Example of Strategy Instruction Lesson

Provide – Advance Organizer	The teacher provides an advance organizer of the strategy to help:
	   • Relate previously mastered information to the new lesson;
	   • State the new skill/information that is to be presented; and
	   • Provide a rationale for learning the new information
	Teacher:
	"Yesterday, we used the problem solving strategy, STAR, with word problems involving integer numbers. We used our Algebra tiles to demonstrate the problem and our STAR worksheets to keep track of the steps. Today, we are going to use the strategy and draw pictures to demonstrate the problems on our worksheets. This will be useful because we will not always have the math tiles available to help us solve subtraction problems involving integer numbers. It is important to learn how to solve these problems in order to solve many real-life problems,

	including money and exchange problem, temperature differences, and keeping rack of yardage lost or gain in a game."
Provide Teacher Modeling of the Strategy Step	The teacher first thinks aloud while modeling the use of the strategy with the target problems. Then the teacher checks off the steps and writes down the responses on an overhead version of the structured worksheet, while the students write their responses on individual structured worksheets. Next, the teacher models one or two more problems while fading assistance and prompts and involving the students via questions (e.g. "What do I do first?), written responses (e.g.) having students write down the problems and answers on their structured worksheet). Teacher: "Watch and listen as I solve the problem using the STAR strategy and the structured worksheet. The problems states, On a certain morning in College park, Maryland, the low temperature was – 8 F, and the temperature increased b 17 F by the afternoon that day?" **S**: Okay, so the first step in the STAR strategy is for me to search the word problem. That mean I need to read the problem carefully, and write down what I know and what I need to find. In this problem, I know that I have two temperatures and I need to find the temperature by the afternoon. **T:** My next step is to translate the problem into picture form. First, I'll draw 8 tiles in the negative area and then I'll draw 17 tiles in the positive area. **A:** Then I need to answer the problem. I know one positive and one negative cancel each other. I cancel -8 and +8, which results in +9 remaining. Therefore, the answer is +9. **R:** Finally, I need to check my answer. Okay, I'll reread the word problem and check the reasonableness of my answer. Yes, my answer is +9 F and it is a reasonable answer.
Provide Guided Practice	The teacher provides many opportunities for the students to practice solving a variety of problems using their structured worksheet. Guidance is gradually faded until the students perform the task with few prompts from the teacher.

Provide Independent Student Practice	Students perform additional problems without teacher prompts or assistance, and the teacher monitors student performance
Feedback and Correction	The teacher monitors student performance and provides both positive and corrective feedback using the following guidelines: • Documents student performance (percent correct); • Checks for errors patterns; • Re-teaches if necessary and provides additional problems for maintenance over time (weekly, monthly) and provides opportunities for students to generalize the strategy to other problems • Closes the session with positive feedback
Program for Generalization	The teacher provides a cumulative review of problems for maintenance over time (weekly, monthly) and provides opportunities for students to generalize the strategy to other problems.

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