PROVISION OF SERVICES TO STUDENTS WITH DISABILITIES: DURING COVID—19 ERA

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Message to your child...

“I wouldn’t change you for the world, but I would change the world for you!”

– Unknown
NYSED MANDATORY REQUIREMENTS: SPED

1. Provision of a Free Appropriate Public Education, consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.

2. Meaningful parent engagement in the parent’s preferred language or mode of communication regarding the provision of services to their child.

3. Collaboration between the CSE/CPSE and program providers representing the variety of settings where students are served.

4. Access to the necessary instructional and technological supports to meet the unique needs of students.

5. Documentation of programs and services and communications with parents.
Mandate During School Closures:

• Students with disabilities, including English language learners with disabilities, must be provided continuity of learning and, to the greatest extent possible,

• the special education and related services identified in the student’s individualized education program (IEP)

• April 27, 2020

• Asst. Commissioner Christopher Suriano, Office of Special Education, NYSED
...School plans should indicate if certain students will be prioritized to return to in person instruction first or more frequently based on educational or other needs (e.g., early grades, students with disabilities, English language learners), given requirements for equity, capacity, social distancing, PPE, feasibility, and learning considerations.
Students with Disabilities: Upon Reopening of Schools

• Autism Program Classes and students in the IDT classes at the VIVE School (i.e., 8:1:2, 12:1:2)
• On-site 4 days weekly (A Days and B Days, adjusted for holidays)

Cohorts:
• Constant membership (15 students or less)
• Intermingling of instructional cohorts
• Staff flexible scheduled to support model

Integrated Co-Teaching (ICT): Gened Setting
• SWD in ICT – instructional model of their non-disabled peers
• Two mixed groups (proportional distribution of general education students and SWD)
• ICT Cohort

Wednesdays:
• Self-Contained students will not be on-site.
• 1.5 hours of synchronous remote instruction on District-designated platform.
• ICT students, and selected MLL students – half day on-site supplemental support in AM
• Transportation

#14, #16, #19
KEY DATES - SWITCHES

• Hybrid – Begins upon reopening of schools
• Services – IEP to greatest extent possible
• Switching to/from remote:
  • end of the 1st marking period for grades 7-12 is November 6
  • End of the fall marking period for grades 1-6 is November 27
  • End of the 1st marking period for PreK-Kindergarten is January 29
PRIMARY MANDATE

• While special education programs and services will not be able to be provided in the same manner during school closures, school districts and approved programs serving students with disabilities must collaborate with parents and families to ensure that students continue to be provided FAPE consistent with the need to protect the health and safety of students and their service providers.

• April 27, 2020

• Assistant Commissioner Christopher Suriano,
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PROACTIVE INTERVENTION

• Elimination vs. Mitigation
  • Science
  • Local Hospitals
• Resources and investments
  • PPE – masks, face shields, gowns
• Single Platform; Scheduling; PD: Teams – Parent Academies
COMPENSATORY SERVICES

• “Alternative options for instruction and related service delivery, even when provided in a different mode, frequency and/or duration of services from the IEP recommendation, would not necessarily result in a denial of FAPE.”
  • NYSED Supplement #2: Provision of Services to SWD During COVID-19 (June, 2020)

• “…Committee on Special Education or Committee on Preschool Special Education will consider documentation (italics, mine)…when making an individualized determination as to whether and to what extent compensatory services may be needed when schools reopen.”
  • NYSED Supplement #1: Provision of Services to SWD During COVID-19 (April, 2020)
Assessment

• Instruction – Standards based, academic goals
• Progress monitoring, reporting
• IEP – Standard Assessment (Predictive: MAP, NYS Math & ELA)
• NYSAA
• ICT Students: Gened Environment
“LOOK-FORS” – TEACHERS

- Access positive emotions regarding learning
- Activate multiple senses: integrate colors, sounds, music, video into lessons
- Link new information to prior knowledge
- Have students make predictions to foster engagement with learning
- Incorporate activities that address a range of learning styles/intelligences
- Provide experiences in problem solving and analytical reasoning
- Use visualization strategies and simulations
- Promote exploration of abstract relationships, timeliness and data interpretation
- Make conceptual connections to the real world
- Use mnemonics as retention strategy
- Provide choices of outputs for students to demonstrate proficiency
“LOOK-FORS” – TEACHERS

- Promote small group projects involving research
- Have students notice phenomena, characterize and analyze them
- Provide effective feedback to students regarding “glow” and “grow” areas
- Use rubrics to promote self-assessment and peer assessment
- Break down complex skills into short segments provide repeated practice
- Use questions **before** (to determine what students know); **during** (to determine and correct misconceptions) and **after** (to determine what students learned) the lesson
- Ask higher level thought questions to increase comprehension and retention
- Use Thinking Maps or graphic organizers for students to gather and organize their thinking
- Align instruction to IEP goals/objectives
“LOOK-FORS” – TEACHERS

- Document student progress towards IEP goal attainment
- Work collaboratively with Pupil Support Team members, integrate SEL
- Participate remotely in Annual Review and other CSE meetings, as assigned
- Assist in facilitating and coordinating CSE meetings, as appropriate
- Collaborate with general education teachers on lesson planning, delivery, and resource and materials development
- Communicate with families to provide support concerning learning process
- Access District resources (Microsoft Teams, ReThink Autism, SeeSaw, Clever, etc.) to ensure instruction is differentiated
“LOOK-FORS” – PSYCHOLOGISTS #6, #11

- Conduct regular “check-ins” with students regarding social learning
- Review, monitor and update student FBAs and BIPs
- Communicate regularly with parents of students on caseload
- Maintain log of remote social emotional learning interactions
- Complete outstanding reports
- Support families with “at risk” students, including suicide assessments
- Consult regarding social development management needs for students on caseload
- Develop remote plan for students on caseload, providing preventive supports based on need
- Participate in Annual Review and other meetings
“LOOK-FORS” – SOCIAL WORKERS

- Complete outstanding reports
- Collaborate with Pupil Support Team members to support student learning
- Maintain regular contact with parents/students on caseload
- Assist parents with community-based resources, as needed
- Conduct parent interviews, parent assessments remotely, as assigned
- Respond to parent inquiries/concerns
- Develop remote plan for each family, identifying areas in need of support and for follow-up, as appropriate
- Participate remotely in Annual Review and other CSE meetings, as assigned
- Assist in facilitating and coordinating CSE meetings, as appropriate
“LOOK-FORS” – OT/PT/SPEECH

- Review student IEP objectives to provide support to families
- Maintain and monitor student progress
- Complete outstanding reports
- Provide guidance to Pupil Support team as needed
- Collaborate with teacher(s) to integrate discipline objectives into lessons
- Provide consultative support to families
- Develop remote learning plan for each student via Microsoft Teams, Clever, Nearpod and SeeSaw, as appropriate, until further notice
- Monitor students with Assistive Technology needs
- Participate remotely in Annual Review and other CSE meetings, as assigned
- Assist in facilitating and coordinating CSE meetings, as appropriate
STRATEGIES: PRIM, 2014

• **Memory & Organization**

  • Use concrete examples for abstract concepts, *e.g.*, numbers of objects to convey “more than,” “less than,” rulers to convey concept of height or width
  
  • Have student physically perform spatial relationships (*e.g.*, “stand near the door,” or “far from the window”)

  • Provide student opportunities for sorting: left and right gloves, shoes, utensils, dishes by shape, size, color, etc.

  • Have student make marks on paper or pictures, based on directions (right, left, top, middle, lower right hand corner, etc.) & specifying type of mark (shape, symbol, idea, etc.)

  • Relate learning in one situation to other situations (*e.g.*, vocabulary words: “corrupt” in history, science, technology)
STRATEGIES: PRIM, 2014

• **Listening**

  • Deliver directions, explanations, information in vocabulary that child understands
  • Do not allow student to ignore directions one time and expect directions to be followed next time
  • Ensure student has heard directions by giving acknowledgement
  • Remove extraneous stimuli from the immediate environment
  • Encourage student to recite mantra internally (“listen carefully, listen carefully, listen carefully)
  • Establish rules: Work on Task; Work Quietly; Try Before Asking for Help; Complete Task and Meet Expectations
STRATEGIES: PRIM, 2014

• Motivation

  • Write contract so student can earn reinforcements for academic engagement
  • Have child make a list of reinforcements for which (s)he is willing to work
  • Provide a wide range of reinforcers for child to chose from
  • Help student develop interest in a hobby (e.g., rock collecting, art, cooking, sewing)
  • Provide constructive criticism when student is most likely to respond appropriately
  • Develop subsequent tasks to be performed the next day, based on errors committed, rather than requiring immediate correction
  • Treat student with respect by not embarrassing him/her and remaining objective
  • Give student a responsibility to be performed at various times throughout the day
  • Make positive comments about the importance of striving for academic success
• Social Skills

• Have student engage in a game or activity with one sibling/peer, as succeeds, increase group size, as appropriate
• Use a highly preferred toy as motivation for teaching how to pretend while playing
• Provide redirection in most positive manner
• Establish leisure time rules: find activity; partner; assigned area, store materials
• Explain that his/her best effort is more important than perfect performance
• Demonstrate respect for student’s opinions, responses, suggestions, etc.
• Model appropriate social behavior for the student at all times
• Don’t criticize, be honest and supportive, without making student feel negatively about him/herself
Message to your child...

“Promise me you’ll always remember... you’re braver than you believe, stronger than you seem, smarter than you think, and loved move than you know.”

– Christopher Robin