



Navigating through... Special Education

Special Education Programs & Services

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Welcome to the second installment of Navigating through Special Education. October's SEPTA (Special Education Parent Teacher Association) focused on the Continuum of Special Education Services for School-Age Students with Disabilities. If your child is a student who is classified and has an IEP (Individualized Education Plan) the range of services start with the Least Restrictive Environment (LRE) to a more restrictive environment. A child with a disability that requires services would start with:

Consultant Teacher Services

Consultant Teacher Services can take the form of Direct and or Indirect services in the classroom for a minimum of two hours each week. Direct service is where a Special Education teacher works directly with your child in his/her classroom. Indirect service is a Special Education teacher works with the classroom teachers to support in the General Education Classroom. In Jericho this takes the form of Academic Support Classes in English, Math, Social Studies, Science and World Language. The classes meet five times in a ten day cycle (Every other day) for forty minutes. The purpose of these classes is to provide pre-teaching, post-teaching and review for quizzes and tests.

Resource Room (Learning Center)

Resource Room or what we call Learning Center in Jericho is a pull-out program; not less than three hours of instruction per week. This service allows a Special Education Teacher or Instructor as we refer to them in Jericho works on study skills, homework strategies, organization, and test taking strategies within the context of the curriculum. Learning Center can be offered in conjunction with Consultant Teacher Services.

Related Services

Related Services include: Speech and Language, Reading, Occupational Therapy, Physical Therapy, Counseling, and Aide. Speech and Language instruction addresses disorders of speech, voice, and/or language to individuals and/or in a group. Reading is specialized instruction to address difficulties with decoding or comprehension. Occupational Therapy focuses on fine motor skills as they relate to academic functioning and/or daily living skills; ability to organize and process sensory information; and/or equipment needs/ adaptive technology to promote independence (in consultation with the technology department). Physical Therapy focuses on gross motor skills of persons whose learning is impaired by physical injury or illness, a congenital or developmental disability. Counseling addresses school-related issues such as task-avoidance, frustration, self-esteem, social interactions, etc. An aide may be required as an additional staff member to address academic, social or emotional needs of a student.

Integrated Co-Teaching

Integrated Co-Teaching is a model that school districts may include in its continuum of services. Integrated Co-Teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students (NYSED Section 200.6(g)) School personnel assigned to each class shall minimally include a special education teacher and a general education teacher.

Special Class

A special class is a class that has a small student: teacher ratio in one or more of the core academic classes based on need. Additionally, we have a Life Skills Class that is an academic based program focusing on: content area instruction, integration and support, functional daily living skills and pre-vocational training and activities. Some times a student requires a placement in another district's programs or special schools.

Look for next month's topic "Nailing Jello to the Wall: Executive Functioning Deficits."