

Mayfield Central School K-12 LEARNER CHARACTERISTICS

(Developed December 2015)

Model	Resource Room	Direct Consultant Teacher (ELA or Math)	Co-Teach (ELA and Math)	15:1 Special Class	12:1:1 Life Skills Grades 10, 11, 12
<p>STUDENT CHARACTERISTICS</p> <ul style="list-style-type: none"> • What are the common learning characteristics of this group of students? • What is the cognitive ability level? • Are there common ELA and/or Math deficits? • Are there social/emotional needs? • Are there common management needs? • What are the projected HS diploma and post school outcomes for this group? <p>*Must meet approximately 80% of the above characteristics in a model</p>	<ul style="list-style-type: none"> • Low average to above average cognitive abilities • SS 80-90 in reading and/or math • Disability that affects reading, math, writing and/or memory and organizational skills • Supplemental Instructional Supports needed: <ul style="list-style-type: none"> -Re-teaching -Pre- Loading -Organization -Study Skills • Average to low average social and/ or communication skills • Able to advocate for self. Positive self-efficacy and Executive Functioning skills (memory, organization, planning, self-awareness) 	<ul style="list-style-type: none"> • Low average to above average cognitive abilities • Below SS 80 in Reading/Writing <u>or</u> Math • <u>Moderate</u> accommodations and modifications needed • Can meet minimal grade level expectations • Able to advocate for self. Positive self-efficacy and Executive Functioning skills (memory, organization, planning, self-awareness) • Fair study and active learner skills • Has good coping skills • May require additional support for other core content areas, (i.e., a 15:1 study lab) 	<ul style="list-style-type: none"> • Low average to average cognitive abilities • Below SS 80 in <u>both</u> Reading/Writing <u>and</u> Math • <u>Significant</u> accommodations and modifications needed • Considerable pre-teaching, repetition and modification is needed • Minimal to moderate behavioral issues • Some concern with behavioral regulation (sustained attention, distractibility, impulsivity, self-control) • Can meet minimal grade level expectations • Deficits in Study Skills • Fair to poor self-advocacy. Moderate concerns with self-efficacy and/or executive functioning skills (memory, organization, planning, self-awareness) • May require a co-teach tutorial 	<ul style="list-style-type: none"> • Low average to well below average cognitive abilities • Below a SS of 75 in reading, written expression, and math. • Significant deficits in language, memory, visual perceptual reasoning, and/or executive functioning (includes organization, planning, initiating tasks maintaining pace) • Verbal and non-verbal processing deficits (may include memory, language deficits) • Requires consistent redirecting, repeated practice throughout the day <u>typically in a self-contained setting.</u> • Lacks ability to complete most academic tasks independently • Minor behavior issues/May require behavioral strategies • Inability to transition independently from one setting to another without supports and presets • May demonstrate high anxiety • May demonstrate poor coping and self- advocacy skills • Requires accommodations and modifications for instructions/ Assignments 	<ul style="list-style-type: none"> • Well below average to lower extreme cognitive ability range • Severely delayed academic skills. Needs a functional reading/math curriculum • Needs Daily Living skills instruction • Minor behavior issues/May require behavioral strategies • Significant deficits in language, memory, visual perceptual reasoning, and/or executive functioning (includes organization, planning, initiating tasks maintaining pace) • Significant adaptive behavior deficits (communication, daily living skills, socialization) requiring development to address self-care,, safety, and well being • Earning Skills and Achievement Commencement Credential and not a regular diploma.

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<p>SERVICES PROVIDED</p> <ul style="list-style-type: none"> • <i>Not what services are the students typically receiving now, but what services would support these students in achieving access to the standards and post school outcomes?</i> • <i>Consider the LRE.</i> • <i>What regular supports are available, or should be available for these students?</i> • <i>What transition to post-school services and supports are needed?</i> • <i>What exists now and what would be new?</i> 	<ul style="list-style-type: none"> ▪ 5X/40 weekly to <u>address skills development</u> ▪ Content area specialist available ▪ Access to Academic Support throughout the day ▪ Related services provided as eligible 	<ul style="list-style-type: none"> • ICT for Science and/or Social Studies • DCT for ELA <u>or</u> Math • May require a paraprofessional in Science and Social Studies for students with reading deficit 1.5 years below grade level • 15:1 study lab or additional resource room support (Primarily in Grades 6-12) • Related services provided as eligible 	<ul style="list-style-type: none"> • Special Education teacher integrated into general ed. classes (2 or more subjects per day) **K-12- ELA and Math only • ** In grades 9-12 additional push-in DCT support may be provided in Science/Social Studies if staffing allows • Paraprofessional support • May need behavior plan for work completion, as needed • Transition services and pathway that offer opportunities for a CDOS Credential (Career and Development Occupational Studies) • Co-teach Tutorial automatically included in schedule • Related services provided as eligible 	<ul style="list-style-type: none"> ▪ Level texts, literature and materials appropriate to students reading abilities ▪ Special ed. teacher w/literacy background ▪ Paraprofessional as needed ▪ Consultant reading specialist ▪ Integrate Counseling/other related services such as social work. Speech, OT, PT ▪ Transition services and pathway that offer opportunities for a CDOS Credential (Career and Development Occupational Studies) ▪ Computer programs and assistive technology to support re-teaching/practice ▪ Classroom management system ▪ Related services provided as eligible 	<ul style="list-style-type: none"> • Classroom paraprofessional • Functional reading/writing skills • Daily living skills • Work study (when appropriate) • Specialized reading instruction • Related services provided as eligible