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This Training is being Recorded.

Please feel free to ask questions as they come up, but we will have several Chat Box Check-Ins throughout the training.

Office Hours: IEP Section 7

Maine DOE

Office of Special Services

Monitoring Team

Maine Department of Education

Updated1/12/22

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Agenda

1. Introductions
2. Section 7
3. Consultation Services
4. Questions

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Procedural Manual link in chat box

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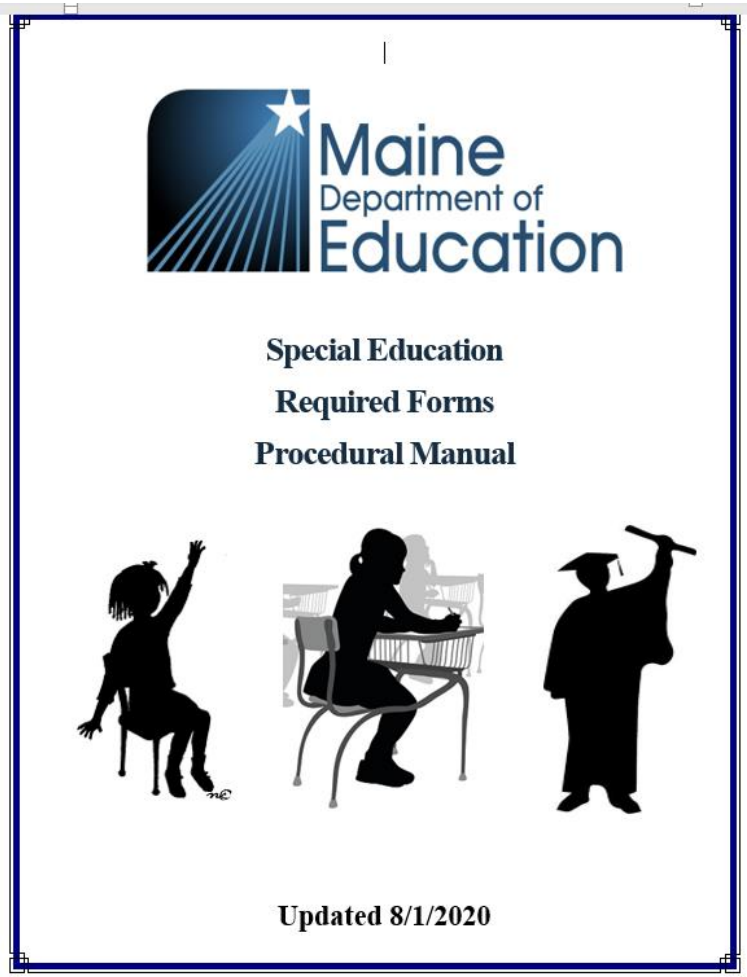
Where are we today?

- Procedural Manual 32-35



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Maine Unified Special Education Regulations (MUSER) link in chat box

05-071 Chapter 101

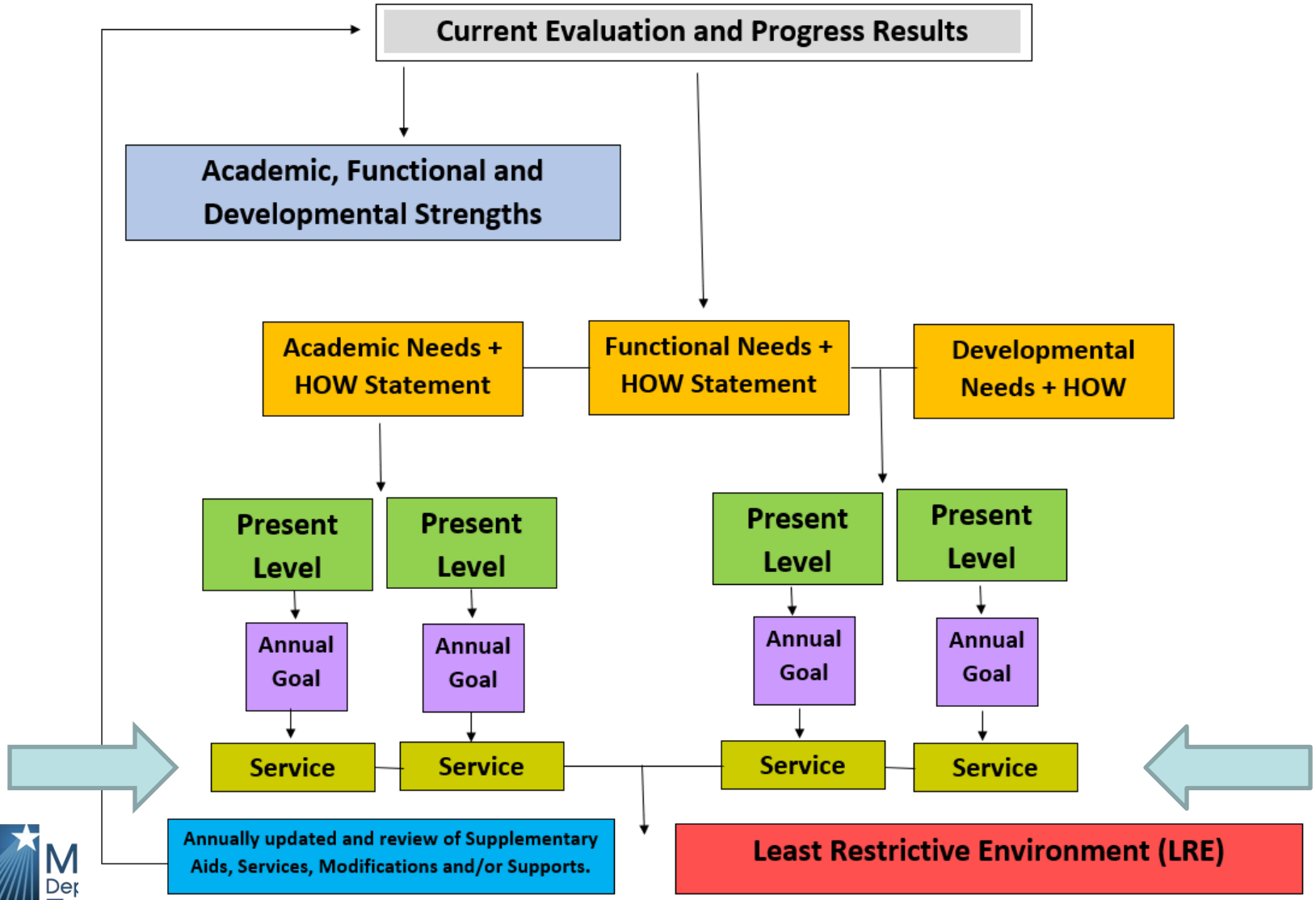
Maine Unified Special Education Regulation
Birth to Age Twenty

Effective Date:

August 25, 2017

Italicized text signifies State requirements
Non-italicized text signifies federal statutory or regulatory requirements

Individualized Education Plan IEP Alignment



Section 7: Special Education and Related Services

7. SPECIAL EDUCATION AND RELATED SERVICES (MUSER IX.3.A.(1)(d) & IX.3.A.(1)(g))

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction				
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year				
Related Services	**Position Responsible**	**Location**	**Frequency**	**Duration Beginning and End Date**
Speech/Language Services				
Occupational Therapy				
Physical Therapy				
Social Work Services				
Nursing Services				
Behavioral Health Day Treatment				
Transportation				
Other				

Child's <u>needs</u> drive services and their frequencies not the school or program schedule.

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Section 7: Special Education and Related Services

Indicate the specialized instruction services the child requires. **For children ages 5-20,** each identified instructional area should be listed unless the child is accessing a self-contained program.

7. **SPECIAL EDUCATION AND RELATED SERVICES** (MUSER IX.3.A.(1)(d) & IX.3.A.(1)(g))

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction: Reading/executive functioning	Special education Teacher	Special education/general education	225 minutes weekly	10/15/21-10/14/22
Speech/Language Services				
Consultation				
Tutorial Instruction				
Extended School Year				
Related Services	**Position Responsible**	**Location**	**Frequency**	**Duration Beginning and End Date**
Speech/Language Services				
Occupational Therapy	Occupational Therapist	Special Education	30 min weekly	10/15/21-10/14/22
Physical Therapy				
Social Work Services				
Nursing Services				
Transportation				
Other				

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Section 7: Special Education and Related Services

- Content areas such as: Social Studies, Science, Health, etc. should not be identified in the service grid.
- Do not write goals around Social Studies, Science, Health etc.
- SDI may be provided in these content areas based on the unique needs of the child.
  - Reading deficits may be so severe that they require SDI in Social Studies

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Section 7: Special Education and Related Services

Indicate the position of the properly certified or licensed personnel who will be responsible for the identified specialized instruction area. Only the role of the person should be identified, not specific individuals by name. This allows for continuation of services when there are changes in staff or when the child changes schools.

Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Speech/Language Services	Speech-Language Pathologist	Special Education Setting	2 times per week for 30 minutes	11/6/2018 – 11/5/2019
Speech/Language Services (ESY)	Speech-Language Pathologist	Special Education Setting	2 times per week for 30 minutes	7/8/2019 – 8/16/2019

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Procedural Manual pg. 32

Section 7: Special Education and Related Services

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Speech/Language services are a direct special education service when:

1. The child is a child with a Speech/Language impairment (solely or as a part of a Multiple Disability)
2. The child is a child with Autism and Speech/Language services are the child's only service.

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Section 7: Special Education and Related Services

Speech/Language services would be delivered as a related service in cases where a child has a need for speech/language services in order to benefit from their special education program. In these cases, the child does not need to qualify as a child with a Speech or Language Impairment. Do not use the Speech/Language Eligibility form to make determinations about speech/language as a related service.

Section 7: Special Education and Related Services

Indicate frequency of services. Identify how many minutes/hours the provider will work with the child on a daily, weekly or monthly basis. Totals should be tallied for ease of data collection. Frequency should be written so as to facilitate calculation of LRE. The frequency of direct and related services should be documented in a way that does not exceed the school day or school week.

- Service time is calculated based on actual delivery time of SDI in the special education class, general education class or study hall by the special educator.

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Section 7: Special Education and Related Services

Location:

- Special education setting
- General education setting

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Section 7: Special Education and Related Services

SDI Guided Study Hall

(Executive Functioning Goals – such as Time Management)

Day	Week 1	Week 2
Monday	25 min	15 min
Tuesday	25 min	25 min
Wednesday	20 min	20 min
Thursday	20 min	15 min
Friday	40 min	35 min
Total Time	130 min	110 min

7. SPECIAL EDUCATION AND RELATED SERVICES (MUSER IX.3.A.(1)(d) & IX.3.A.(1)(g))

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction **Executive Functioning**	**Special Education Teacher**	**Special Education Setting**	**120 minutes per week**	**8/19/2020 – 8/18/2021**

Section 7: Special Education and Related Services

Specially Designed Instruction

7. SPECIAL EDUCATION AND RELATED SERVICES (MUSER IX.3.A.(1)(d) & IX.3.A.(1)(g))

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction **Reading**	**Special Education Teacher**	**Special Education Setting**	**30 minutes per week**	**8/19/2020 – 8/18/2021**
Specially Designed Instruction **Reading**	**Special Education Teacher**	**Special Education/General Education Setting**	**20 minutes per week**	**8/19/2020 – 8/18/2021**

Or

7. SPECIAL EDUCATION AND RELATED SERVICES (MUSER IX.3.A.(1)(d) & IX.3.A.(1)(g))

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction **Reading**	**Special Education Teacher**	**Special Education/General Education Setting**	**50 minutes per week**	**8/19/2020 – 8/18/2021**

Section 7: Special Education and Related Services

Transportation is always a related service. When the IEP team also determines that the transportation service has an instructional component (e.g. modifying the behavior that necessitates the provision of a transportation aide, or learning to utilize a safety harness), there must be an annual goal in the IEP corresponding to that instruction.

Procedural manual Pg. 35

Consider: if a student requires transportation as a service that has an Instructional component, it is possible the student already has at least 1 functional goal to target skill acquisition to reduce maladaptive behaviors. The IEP Team could decide to add transportation as a service to the existing goal.

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Section 7: Special Education and Related Services

2. Special Education in the Least Restrictive Environment for Children Three to Twenty

A. Types of Special Education

(1) *Consultation Services. Consultation as a special education service may be provided to general education teachers of children with disabilities by special education teachers or speech/language clinicians or pathologists to assist them in modifying and/or adapting their general education curriculum to enable children to appropriately progress in the general curriculum and to appropriately advance toward achieving the goals set out in their IFSP/IEP. Consultation services shall be provided by an appropriately qualified special education professional employed or contracted by an SAU.*

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Section 7: Special Education and Related Services

- Consultation is to ensure that skills developed in a previously more restrictive setting (SDI) are being carried over into a less restrictive setting (general education setting).

- Discussion of progress and accommodations is not consultation. If necessary, this would be considered a Supplementary Service and should be documented in Section 6.

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Section 7: Special Education and Related Services

- You would never start with consultation.
- Consultation is specific to goals.

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Is it considered Consultation when a special education teacher or service provider checks in with a regular education teacher?

Consultation is specific to student goals and should be documented in the goal itself.
"Given consultation, child will…" or "Given specially designed instruction and consultation child will…"

Teacher to teacher check-in is an accommodation and should be documented in Section 6.

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Every ***Service*** needs a ***Goal***

Every ***Goal*** needs a ***Service***

Education

Questions?

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Resources

Professional Development Calendar –

https://www.maine.gov/doe/calendar

Link for Recordings and Power Points –

https://www.maine.gov/doe/learning/specialed/covid19/Administrators/Virtual%20Meeting%20Archives

Special Education Resources –

https://www.maine.gov/doe/learning/specialed/resources

Special Education Laws and Regulations –

https://www.maine.gov/doe/learning/specialed/laws

Special Education Forms and Reporting –

https://www.maine.gov/doe/learning/specialed/data

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