

Special Education Coaching Prompts



1) How do you ensure that silos between special education and general education do not exist in your district?
2) IAT: Before a student is evaluated to determine eligibility, what process are we using to assign appropriate supports or interventions before testing for a disability? What does this look like for virtual learning?
3) Disproportionality: Do we over-identify a specific group of students for services? Do we over or under discipline certain students? Why?
4) LRE: Are students receiving instruction in the least restrictive environment based on their individual needs, not their disability category?
5) IEP Section 5 Transition: How are you connecting student learning to student preferences, interests, needs, and strengths/skills? - or to post-school goals? What does this look like in remote learning?
6) IEP Verification: Is there evidence in classroom instruction that supports and services (from Section 7 of the IEP) are administered the way intended?
7) SDI: How does the system inform teachers of the students with disabilities that will be coming to their classroom? Will teachers know Specially Designed Instruction (SDI) for each one and their responsibility for instruction? If not, what do you do?
8) LRE: Are students receiving Tier I instruction where they have access to grade-level content and standards? Are they removed from Tier I at any point to obtain additional services? i.e., Do they miss science or social studies for other services?
9) Collaboration: How are staff collaborating with related services and other educational professionals? How are we ensuring that strategies are implemented in the daily classroom and virtual settings? Is this service documented on the student's IEP? Is this communicated with the family?
10) Access: How are you supporting students with disabilities who need specialized instruction, related services, and other supports? How do you do this for students who are participating in remote instruction?
11) TBTs: When Choosing a Strategy, how was that strategy used with SWD in the research studies? Were there any additional considerations listed or mentioned? Was the strategy done for a population such as SWD? Was it shown to work with a general/heterogeneous population as well? How will this strategy transfer to the remote classroom?
12.) TBTs: How will the chosen strategy be used with SWD? Or, has anyone had success using this strategy with SDW? What does it look like and sound like when implemented successfully? What are adult implementation indicators? How will it work in the virtual classroom?
13) Lesson Design: How are you designing lessons to meet all students' needs, for those that need to be stretched and those that need scaffolds? What does this look like in remote learning, and does the platform allow for this?
14) TBTs: How are we leveraging the strengths of our Intervention Specialists to support general educators in lesson planning for task analysis, scaffolding, materials, prompting, levels of supports, adaptations, etc.?
15) High Expectations: Knowing that 80% of identified students have an average to above-average IQ, how do we design lessons to ensure that the standards' rigor is maintained? How do we utilize scaffolding to meet student learning needs?
16) Scaffolding: What scaffolding do you provide? Describe. What does this look like in remote learning?
17) MTSS: Are Tier II & III interventions needed? How is it determined, and when will it happen? How do you determine who will teach the students?
18) Graduation: How are you supporting ALL students, especially high school, in staying on track to graduate and preparing for college and career?

19) Assessment: How are you considering using multiple means of assessment that will reflect the rigor of the standard? How might students show what they know differently and still demonstrate proficiency?
20) Data: Are all students counted in building and district data? Do staff know if there are students taught in other settings or buildings that should be included in the data? Are students served at a CTE, DD, Detention Center, ESC or online that are or are not included in the data?
21) Measuring Growth: How do you measure growth? Will this continued rate of growth close the achievement gap? How long will it take, and is that acceptable if it were your child?
22) SEL: How are you supporting the social and emotional well-being of students, their parents/caregivers, and teachers?
23) Families: How do you measure student progress to ensure students and families have an accurate picture of student performance for this school year? How are you communicating progress to families?
24) Families: How can we support families using virtual platforms? How can we communicate/update/train/provide special education information to these families?