

Special Education Supplement

Delivery Models of Service

Students with disabilities are served in each subject area based on the amount and delivery of services required according to their Individual Education Plans. The range of service may vary according to the area of disability, cognitive level, processing deficits, achievement levels and strengths and weaknesses. A student may have a severe math deficit and be served in small group math, but other subjects may be served by consultative services only or no other service may be required. The IEP team members must document the student's current level of performance and write objectives from the information gathered, addressing the student's learning needs. They must determine which objectives can be taught in the general education setting. For each objective, the members consider:

- a. Age-appropriate and content appropriate settings available in various segment times.
- b. Accommodations/modifications to activities, materials, instruction and/or environments necessary in a given setting.
- c. Personnel support(s) for the student, teacher, and/or class.

For those objectives which cannot be met in a general education setting, the team must determine in which special education setting the objectives will be taught. The IEP team must determine a method to evaluate the appropriateness of the Least Restrictive Environment decision(s) through ongoing assessment of student learning. Descriptions of delivery service models and pertinent information regarding the service of various programs are as follows:

Autism Small Group Class: Students with Autism Spectrum Disorder demonstrate deficits in the areas of communication and socialization. Students require a setting in which the principles and procedures of Applied Behavior Analysis are utilized. The classroom environment should be equipped with minimal visual and auditory distractions, boundaries clearly defined, schedules displayed, transition cues utilized, workstations labeled and organized, and student specific data should be evident. Students participate in direct instruction, discrete trial instruction, functional skill instruction, independent work, and natural environment teaching.

Collaborative: The Special Education Teacher collaborates with two teachers during the same class period to plan, deliver, and assess the specialized instruction and the accommodations and modifications required in the students' Individual Education Plans (IEPs) and/or Individual Learning Plans (ILPs). The Special Education Teacher participates in each class an average of one-half the segment each day per week according to the needs of the students and class activities. The Special Education Teacher incorporates the specialized instruction for each student with disabilities into the class lesson plans. The Special Education Teacher collects data to modify instruction as needed and to monitor student progress on IEP goals and objectives.

Consultative: Students with disabilities receive their instruction with accommodations or modifications as required in their IEPs from the General Education Teacher in a regular education class. Special Education provides direct support by consulting with the General Education Teacher and the student for a minimum of one segment per month.

Co-Teaching: The Special Education Teacher collaborates with the General Education Teacher for the entire class period on a daily basis. The Special Education Teacher and General Education Teacher plan the instruction, delivery, and assessment of all students in the class. The Special Education Teacher incorporates the specialized instruction for each student with a disability into the class lesson plan. The Special Education Teacher delivers the specialized instruction according to students' IEPs and ILPs through flexible grouping with the General Education Teacher. The Special Education Teacher collects data to modify instruction as needed to maximize student achievement and to monitor students' progress on IEP goals and objectives.

Deaf and Hard of Hearing (DHH): The specialized instruction required for deaf and hard of hearing (DHH) students is language development and access based. Significant hearing loss impacts language acquisition at a fundamental level. It also negatively impacts access to instruction. The DHH Teacher's role is to provide access to content by modifying the language and vocabulary used to address concepts. The DHH Teacher may also need to provide a listening environment not available in the general education classroom that will allow a student access to information. This kind of instruction frequently must occur in small group environments where the DHH Teacher addresses students' specific goals/objectives or instructs on GPS curriculum.

EBD Small Group Class: The model of service required when a student's behavior is so severe that he/she cannot maintain appropriate behavior in the general educational setting even with individualized behavior management support. The behavior impedes the learning of the student and other students in the general education classroom. Students receive instruction on appropriate behavior and social skills as well as grade level standards and remediation for deficit academic skills. There is a classroom behavior management plan as well as a Functional Behavior Assessment and Behavior Intervention Plan for each student.

Itinerant: An Itinerant Special Education Teacher provides special education services to students at more than one school. Services that are frequently provided through an Itinerant model are related services such as occupational therapy and physical therapy. In addition, some low incidence services are commonly provided itinerantly because students are not housed in schools where a low incidence program is located. Some examples of low incidence students served itinerantly are vision impaired, hearing impaired and orthopedically impaired.

Low Incidence Classes - Mild (MID), Moderate (MOID), Severe (SID), and Profound (PID): Students with intellectual disabilities are usually served in a small group classroom for a part of or majority of the school day. Students are mainstreamed into designated general education classes whenever possible for enrichment depending on cognitive and achievement levels and areas of interest. The instruction is aligned to the GPS, based on the Curriculum Guide for Intellectually Disabled Students, and specialized to meet the cognitive and developmental needs of students with emphasis on daily living skills.

Orthopedically Impaired (OI): Students who are orthopedically impaired are served in a range of delivery models from consultative in the general education setting to small group classes depending on their instructional or physical needs and academic functioning, emotional development, adaptive behavior, and

motor or communication skills. Students who do not require an OI small group class may be served in an inclusion setting in their home school with an OI Itinerant Teacher and/or para support as needed.

Small Group/Self-contained Class: A class for students with disabilities who require specialized instruction that is taught by a Special Education Teacher. The model of service is required in a subject area when a student's disability is so severe that he/she cannot benefit from a less restrictive placement. The student usually is functioning at least two to three grade levels below average in the subject area or may require an alternative curriculum or modifications that are too extensive to be delivered in a general education class. The student receives specialized instruction on grade level standards as well as remediation for deficit skills.

Special Needs Preschool (SNP): Special Education services are available for all eligible preschoolers with disabilities upon their third birthday. Disabilities served include intellectually disabled, other health impaired, orthopedically impaired, hearing and visually impaired, speech/language impaired, significantly developmentally delayed, learning disabilities, traumatic brain injured, autism spectrum disorder, and emotional/behavioral disordered. Preschool students with disabilities may be served through a home-based, community-based or small group special education classroom model, or unique combinations of the three models. Students who are served in a small group preschool special education classroom attend for partial or full day, 1 – 5 days per week. Developmentally appropriate instruction is aligned to the Georgia Early Learning Standards (Birth to 3-year old students) and Georgia Pre-K Content Standards (4-year old students) and specialized according to a student's Individualized Education Plan (IEP).

Visually Impaired (VI): The teacher of visually impaired students (TVI) does not perform instruction based upon the GPS core academic curriculum. The TVI is responsible for delivering the Expanded Core Curriculum (ECC). The ECC is made up of skills that provide the student with vision loss access to the general curriculum and to the student's larger environment. The ECC consists of assistive technology, visual efficiency, orientation and mobility, independent living skills, self-advocacy, social skills, career education, and recreation and leisure. As part of visual efficiency, assistive technology, and independent living, some students require instruction in Braille and Nemeth Code in order to access printed materials. Other kinds of assistive technology allow access to textbooks and computers. The TVI provides instruction based on goals and objectives that relate to skills in the ECC.