



# Collaborative Model of Service Delivery

<p align="center"><b><u>External Support</u></b></p> <p align="center">Support is given to the general education teacher</p>	<p align="center"><b><u>In Class Support</u></b></p> <p align="center">Support is given directly to the students in the general education classroom (Listed from natural and least intensive to most formal and most intensive)</p>	<p align="center"><b><u>Specialized Support</u></b></p> <p align="center">Focused instructional or behavioral interventions that increase student success based on IEP goals not in lieu of standards based instruction</p>
<ul style="list-style-type: none"> <li>• Support provided prior to instruction</li> <li>• Shared decision making between special and general educators regarding supports</li> <li>• Personal supports may not be needed</li> <li>• Skills needed: Expertise in designing instructional and behavioral accommodations and curricular modifications</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Assistants               <ul style="list-style-type: none"> <li>• Must have training</li> <li>• Evaluate student responses for instruction</li> <li>• Follow guidelines set by teacher</li> </ul> </li> <li>• Support Facilitator               <ul style="list-style-type: none"> <li>• Jointly prepares instruction (plan, teach, assess)</li> <li>• May be in the classroom for all or part of the instructional period</li> </ul> </li> <li>• Formal Co-teaching               <ul style="list-style-type: none"> <li>• Use a variety of the models of co-teaching                   <ul style="list-style-type: none"> <li>• Parallel Teaching</li> <li>• Station Teaching</li> <li>• Lead and Support</li> <li>• One Teach/One Observe</li> <li>• One Teach/One Assist</li> <li>• Speak and Add</li> <li>• Alternative Teaching (Skills Group/ Complementary)</li> <li>• Team Teaching (Duet)</li> </ul> </li> <li>• Special Education teacher and general education teacher co-plan, co-teach, <u>and</u> co-assess.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student grouping are created by same instructional needs and levels</li> <li>• Instruction must be aligned with IEP goals</li> <li>• Instruction must utilize scientifically research based strategies or programs</li> <li>• Instruction could include pre-teaching or acceleration methods</li> <li>• Instruction should be focused on the highest priority remedial skills</li> </ul>
<p>Summary: Planning time prior to instruction so that accommodations are in place without special education teacher having to be present in the classroom. This is driven by student need. For example: A student may need external support in Science but In-Class support in Math.</p>	<p>Summary: Level of intensity based on student need. There is joint responsibility for instruction. Co-planning, co-instruction, and co-assessing are critical components for students with higher intensity levels.</p>	<p>Summary: Specialized Support cannot take the place of standards based instruction. These supports are typically delivered in small groups. Every effort must be made to deliver services in the least restrictive environment.</p>