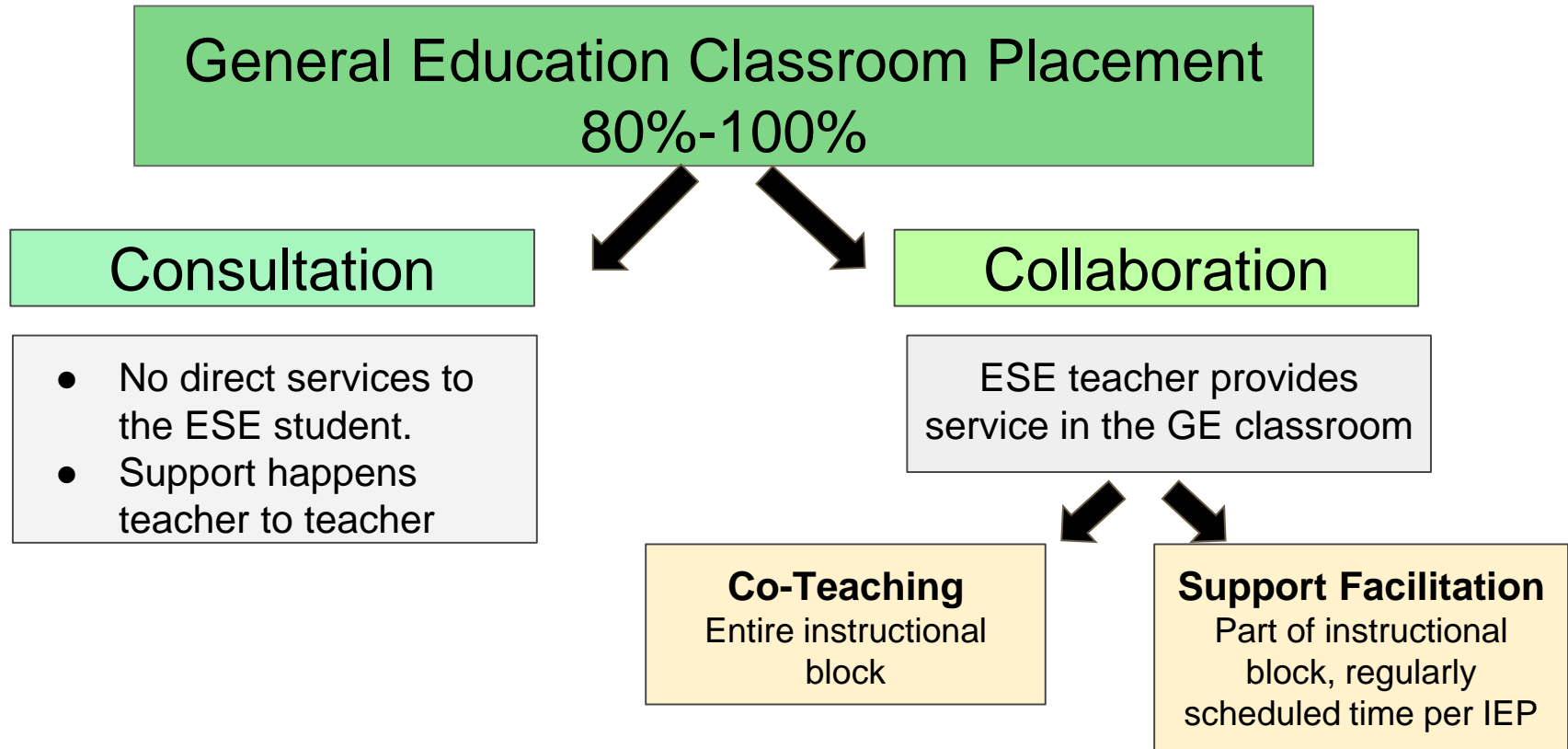

ESE

— An Overview of Exceptional
Student Education —

ESE Service Delivery Models



ESE Service Delivery Models

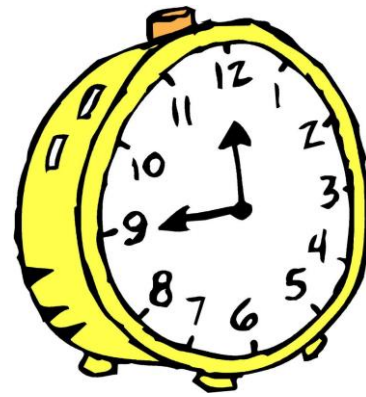
ESE Classroom

Program Specific

- Examples: Autism Support Classroom, Emotional/Behavioral Disabilities Classroom
- ESE teacher delivers instruction

Varying Exceptionalities

- ESE teacher delivers instruction
- Only ESE students in classroom



A student's time with non-disabled peers determines their educational placement.

Resource Room Placement (41%-79%)

Student is pulled out for services some of the time

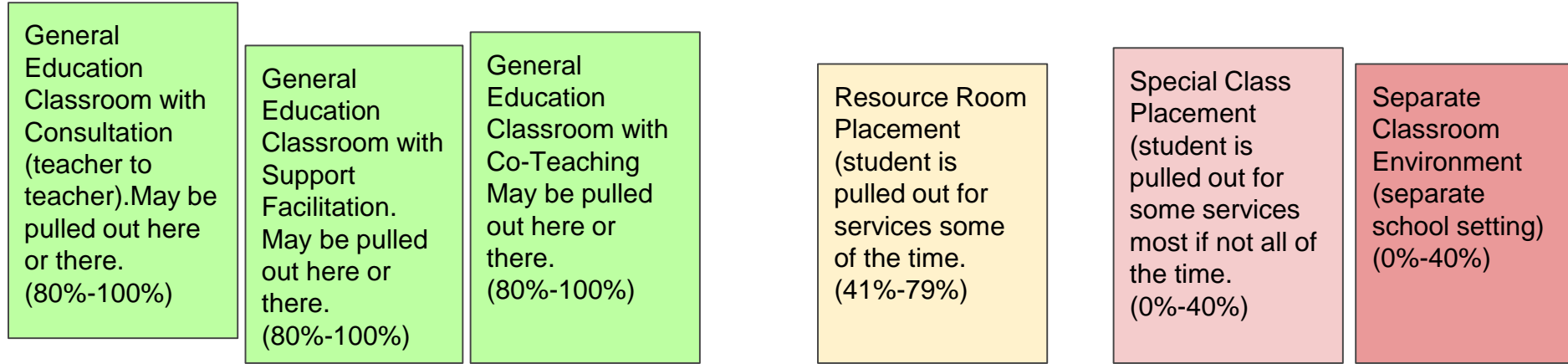
Special Class Placement 0%-40%

Student is pulled out for services most if not all of the time

Least Restrictive Environment

- Legal requirement of the Individuals With Disabilities Education Act
- Must first consider general education classroom.
- What is the need?
- How can we address the need in the general education environment (least restrictive environment)?
- Questions IEP teams should consider:
 - How can the special education teacher can support the need in the general education environment (i.e. support facilitation? co-teaching?)
 - Can the identified needs (goals of IEP, accommodations of IEP) be addressed during differentiated instruction?
 - What accommodations and assistive technology that could be put into place to assist the student?
 - Can the need can be addressed during regularly scheduled intervention time?
 - What universal supports could be integrated in the classroom (i.e. established classroom procedures and expectations, consistency, multi-sensory instruction, etc.)?

The Specially Designed Instruction of the IEP can be implemented in any of these environments or in a combination of these environments.



Least Restrictive

Most Restrictive

The IEP team must consider how the student's needs can be met in the Least Restrictive Environment. Each student's Least Restrictive Environment will be different depending on the nature and severity of their need.

What Can We Do to Set up our SWD for Success?

- What's best for SWD is oftentimes best for all.
- Classrooms where instruction is:
 - Explicit
 - Systematic
 - Sequential
 - Multi-Sensory (V-A-K-T)
- Many of the “best practices” used in all classrooms today originated in the field of Special Education.
- Classrooms that are:
 - Organized
 - Orderly
 - Consistent

What Can We Do to Set up our SWD for Success?

- Support efforts to make sure that all ESE teachers and students have access to materials for the class (i.e. lab materials if applicable, textbooks, etc.)
- Instructional Coaches should be checking in and supporting ESE teachers just as they do GE teachers. All students benefit from learning from or being supported by content area experts
- Support efforts to make sure that all ESE students are going to their assigned intervention
- Deliver Standards-based instruction with teachers who are content area experts who take into account students' learning styles and preferences.