

# In-Class Service Delivery Models



Best Practices  
for Including  
Students with  
Disabilities

The Individuals with Disabilities Education Act (IDEA) requires that Individual Educational Plan (IEP) teams for students with disabilities consider the least restrictive environment (LRE) starting with the student's general education class. The student's IEP team also determines frequency and location of services. However, a full continuum of alternative placements must be available to all students with disabilities, as shown in the table below (section 300.115 of Title 34, Code of Federal Regulations (C.F.R.)).

A Continuum of Alternative Placements and Service Delivery Models						
Indirect Support	Direct In-Class Supports (general education classroom)			Out-of-Class Supports (special education classroom)		Off-Campus Supports
Consultation	Dual Certified	Support Facilitation	Co-Teaching	Resource Room	Separate Class	Other Separate Environment

The Florida Department of Education (FDOE) "Course Code Directory (CCD) and Instructional Personnel Assignments" narrative lists three in-class service delivery models. A summary of important distinctions among the direct and indirect service delivery models is provided below in the expanded sections of the above chart.

In-Class Service Delivery Models			
Indirect Support	Direct In-Class Supports (general education classroom)		
Consultation	Dual Certified	Support Facilitation	Co-Teaching
<ul style="list-style-type: none"> <li>Teachers use problem-solving to reduce barriers to learning</li> <li>Documented consultation is between two teachers</li> <li>Face-to-face or virtual meeting between teachers</li> <li>Students with IEPs receiving consultation services only can be in any classroom with peers without IEPs</li> </ul>	<ul style="list-style-type: none"> <li>One dual-certified teacher</li> <li>Class membership reflects natural proportion of students with disabilities across the school</li> <li>Can support students with the most significant cognitive disabilities on access points</li> <li>Specially designed instruction and Tier 1 instruction are provided by the same teacher</li> </ul>	<ul style="list-style-type: none"> <li>Two teachers - one certified in content area and one in special education</li> <li>Class membership reflects natural proportion of students with disabilities across the school</li> <li>Also known as "in-class one-on-one" or "inclusion teaching"</li> <li>Can support students with the most significant cognitive disabilities on access points</li> <li>Uses six collaborative approaches</li> <li>Personnel must have content knowledge of the course they support</li> </ul>	<ul style="list-style-type: none"> <li>Two teachers are assigned to all students in a class</li> <li>Both certified in content area; one in special education</li> <li>Class membership reflects natural proportion of students with disabilities across the school</li> <li>Must be scheduled for the entire class period, every time the class meets</li> <li>Can support students with the most significant cognitive disabilities on access points</li> <li>Uses six collaborative approaches</li> </ul>

Services can be provided by co-teachers and support facilitators with certification in special education, by certified or licensed related services providers, and by general education teachers, instructional coaches, or paraprofessionals in collaboration with the special educator or related service provider.

# A Focus on In-Class Service Delivery

Inclusive education goes beyond access to general education environments. The U.S. Supreme Court ruled that an IEP must be reasonably calculated to enable students to make progress in light of their circumstances (*Endrew F. v. Douglas County School District*, 2017). Services provided to a student with a disability are determined by the student's IEP team.

In effective inclusive schools, the general education classroom reflects a flexible structure that facilitates collaboration across school staff in order to support students with disabilities (Grindal, Hehir, Freeman, Lamoreau, Borquaye, and Burke, 2016). In-class service delivery is most effective when two teachers intentionally plan, implement and evaluate instruction.

Providing services for students with disabilities through the co-teaching and support facilitation in-class service delivery models is often referred to by the broader term "collaborative teaching." The graphic shows the commonalities and distinctions for co-teachers and support facilitators.

## Collaborative Teaching

### Co-Teaching\*

- Scheduled for entire class period, daily or full block schedule
- ESE and content certification in co-taught subject areas
- Regular ongoing co-planning
- Class size may increase

### Both

- Ongoing collaboration
- Shared roles and responsibilities
- Plan and deliver instruction and assessment
- Common goals
- Heterogeneous classrooms

### Support Facilitation\*

- Set daily or weekly schedule
- ESE certification
- Ongoing co-planning
- Class size stays the same



\*Teachers in these models must be trained in team-teaching techniques, per section 1003.03, Florida Statutes (F.S.). It is also important that partners plan together (face-to-face, online or on the phone) on a regular basis to make instructional decisions for the whole class based on student data, and to develop and adjust meaningful, universally designed and differentiated lessons.