

# Best Practices for In-Class Service Delivery Models

## A Focus on In-Class Supports

Inclusive education goes beyond just access to general education environments (Cosier et al., 2013). Providing opportunities for students with disabilities (SWD) to be educated in general education classrooms requires planning and implementation of in-class, direct service delivery models based on student needs. Providing services for SWD through the co-teaching and support facilitation in-class service delivery models is often referred to by the broader term collaborative teaching. Both models require the collaboration of two teachers to provide supports to students with disabilities in the same classroom. In either model, both teachers serve as members of a collaborative teaching partnership.

Services provided to students are varied and determined by individual student data related to each student's Individual Education Plan (IEP). According to the Florida Department of Education (FDOE) "Course Code Directory (CCD) and Instructional Personnel Assignments," students can receive instruction and support in the general education classroom, as identified in their IEP, with services provided by certified personnel using "in-class" service delivery models.

In effective inclusive schools, the traditional isolated classroom is replaced with a more flexible structure that facilitates collaboration across school staff (Grindal, Hehir, Freeman, Lamoreau, Borquaye, and Burke, 2016). Two certified teachers can provide services to SWD in one of two in-class delivery models, as described below.

- **Co-teaching:** Two teachers are providing instruction through co-teaching. Both teachers are certified in general education, and one teacher also holds an exceptional student education (ESE) certification.
- **Support Facilitation (In class one-on-one):** Two teachers are providing instruction (not co-teaching). One general education teacher is providing instruction and one ESE teacher is providing direct services with individual students or small groups of students. This is also known as inclusion teaching.

## Collaborative Teaching

### Co-Teach

- 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

- 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

A third option relies on a single, dually certified teacher.

**Dual Certified:** One teacher is certified in both general education and ESE. While this model maintains the focus on in-class supports, it should be noted that one teacher is responsible for providing both general and special education, and the intensity of instruction that is available in a collaborative model is decreased since there is one teacher.

# In-Class Service Delivery Models

The student's IEP team determines services, including frequency and location.

The Individuals with Disabilities Education Act (IDEA) requires the consideration of the least restrictive environment (LRE) starting with the student's general education class. However, a full continuum of services must be available to all students with disabilities. Possible service delivery models are shown below.

All Service Delivery Models						
Indirect Support	In-class supports (general education classroom)			Out-of-class supports (ESE classroom)		Off-campus supports
Consultation	Dual Certified	Support Facilitation*	Co-Teaching*	Resource Room	Separate Class	Other Separate Environment

A summary of important distinctions among the direct and indirect in-class service delivery options is provided in the portion of the chart shown below.

In-Class Service Delivery Models			
Indirect Support	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>Must occur on at least a monthly basis</li> <li>Documented consultation is between two teachers</li> <li>Face-to-face or virtual meeting</li> </ul>	<ul style="list-style-type: none"> <li>One dual-certified teacher</li> <li>Class membership reflects natural proportion of SWD</li> <li>Can support students on Access Points</li> <li>Specially designed instruction and core instruction are provided</li> </ul>	<ul style="list-style-type: none"> <li>Two teachers</li> <li>One certified in content area; one in ESE</li> <li>Class membership reflects natural proportion of SWD</li> <li>Also known as "in-class one-on-one" or "inclusion teaching"</li> <li>Can support students 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 ESE</li> <li>Generally, no more than 1/3 SWD in heterogeneous mix</li> <li>Provided whenever a class/subject is taught by two or more teachers</li> <li>Must continue for the entire class period</li> <li>Can support students on Access Points</li> <li>Uses six collaborative approaches</li> </ul>

\*Teachers in these models must be trained in team-teaching techniques, per 1003.03(5)(b)(4), 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. Planning ensures that both ESE and general education teachers have distinct roles in the instructional process. Collaborative teachers must commit to consistently "plan to plan."

