

***INTEGRATED SERVICES
GUIDELINES FOR SERVING STUDENTS IN
MULTI-CATEGORICAL PROGRAMS***



POUDRE
SCHOOL
DISTRICT

Educate... Every Child, Every Day



POUDRE SCHOOL DISTRICT
**Integrated
Services**

Fort Collins, CO ♦ www.psdschools.org

ACKNOWLEDGEMENTS

The Multi-Categorical program is a special education program that provides services and support for students with mild to moderate needs who reside in Poudre School District.

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TABLE OF CONTENTS

Vision, Purpose, Goals & Theory of Action	4
Defining Multi-Categorical Programs	4
Disability Descriptions	5-6
Program Features	7
Student Characteristics	8
Individualized Education Program	8-10
• Goals and Objectives	
• Progress Monitoring	
• Feedback	
• Accommodations and Modifications	
Service Delivery Models	10
Least Restrictive Environment	11
Integrated Services Roles	11
Integrated Services Responsibilities	12-15
Teaching and Learning Framework (5D+)	16
Best Practices	16
Communication	17
Scheduling	17-18
Transition Resources	18
Co-Teaching	19
Technology	20
Multi-Tiered Systems of Support (MTSS)	20-21
Progress Monitoring Tools	22
Acronyms	23
Works Cited	24-25

INTEGRATED SERVICES IN POUDRE SCHOOL DISTRICT

Vision

Integrated Services... Partnering to achieve academic goals and realize meaningful outcomes.

Purpose

To develop an educational partnership between home, school and the community that seeks to ensure a quality education for students with disabilities to become productive, contributing members of society.

Goals

- Serving students based on needs in a collaborative environment.
- Providing students opportunities to pursue meaningful post school outcomes.
- Using research-based instructional strategies to support student achievement.

Theory of Action

$$\boxed{>LRE (P^3 + C^3) = >SA}$$

If a greater number of students served in their Least Restrictive Environment (LRE) is multiplied by the product of Purpose, Planning, and Pedagogy (P^3) plus Core Curriculum, Communication, and Collaboration (C^3); then the result will be greater Student Achievement (SA).

DEFINING MULTI-CATEGORICAL PROGRAMS

In Poudre School District, about 8.5% of the district's students have an Individualized Education Program (IEP), or 2400 total students receiving support through special education. The multi-categorical program is designed to meet the needs of students who qualify with any disability defined under the Individuals with Disabilities Education Act (IDEA). Although all students with disabilities can be served through the Multi-Categorical program, the most common disability categories served include specific learning disability, speech and language impairment, and serious emotional disability.

Most students with a disability under IDEA can be served in their neighborhood or "school of choice" school. Students served through the Multi-Categorical program spend the majority of their day being educated with their non-disabled peers. Services vary based on individual needs of each student identified and are determined through an IEP team meeting with all required members present. Services are specially designed to meet student needs and for student progress, with accelerated growth, in academics, social emotional, behavioral, and functional skills.

DISABILITY DESCRIPTIONS

Autism Spectrum Disorder - A child with an Autism Spectrum Disorder (ASD) is a child with a developmental disability significantly affecting verbal and nonverbal social communication and social interaction, generally evidenced by the age of three. Other characteristics often associated with ASD are engagement in repetitive activities and stereotyped movements, resistance to environmental changes or changes in daily routines, and unusual responses to sensory experiences.

Developmental Delay - A child with a developmental delay shall be three through eight years of age and who is experiencing developmental delays in one or more of the following areas: physical, cognitive, communication, social or emotional, or adaptive, which prevents the child from receiving reasonable educational benefit from general education.

Hearing Impairment, including Deafness - A child with a hearing impairment, including deafness shall have a deficiency in hearing sensitivity as demonstrated by an elevated threshold of auditory sensitivity to pure tones or speech where even with the help of amplification, the student is prevented from receiving reasonable educational benefit from general education.

Intellectual Disability - A child with an Intellectual Disability shall have reduced general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the development period, which prevents the child from receiving reasonable educational benefit from general education.

Multiple Disabilities - A child with Multiple Disabilities shall have two or more areas of significant impairment, one of which shall be an intellectual disability. The other areas of impairment include: Orthopedic Impairment, Visual Impairment including Blindness, Hearing Impairment including Deafness, Speech or Language Impairment, Serious Emotional Disability, Autism Spectrum Disorders, Traumatic Brain Injury, or Other Health Impaired. The combination of such impairments creates a unique condition that is evidenced through a multiplicity of severe educational needs which prevent the child from receiving reasonable educational benefit from general education.

Orthopedic Impairment- A child with an Orthopedic Impairment has a severe neurological/muscular/skeletal abnormality that impedes mobility, which prevent the child from receiving reasonable educational benefit from general education.

Other Health Impairment - Other Health Impaired (OHI) means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment due to a chronic or acute health problem, including but not limited to asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, leukemia, kidney disease, sickle cell anemia or Tourette syndrome.

Serious Emotional Disability - A child with a Serious Emotional Disability (SED) shall have emotional or social functioning which prevents the child from receiving reasonable educational benefit from general education.

Specific Learning Disability - Specific Learning Disability (SLD) means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

Speech or Language Impairment - A child with a Speech or Language Impairment (SLI) shall have a communicative disorder which prevents the child from receiving reasonable educational benefit from general education.

Traumatic Brain Injury - A child with a Traumatic Brain Injury (TBI) is a child with an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, which impairment adversely affects the child's ability to receive reasonable educational benefit from general education. A qualifying Traumatic Brain Injury is an open or closed head injury resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term "traumatic brain injury" under this rule does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Vision Impairment, including Blindness- A child with a Visual Impairment, including Blindness shall have a deficiency in visual acuity and/or visual field and/or visual functioning where, even with the use of lenses or corrective devices, he/she is prevented from receiving reasonable educational benefit from general education.

PROGRAM FEATURES

Features	Examples
Social Skills/ Behavior Instruction	Goal Setting Direct and Systematic Instruction Positive or Corrective Feedback Data Tracking Tools
Direct, Academic Instruction and Interventions	Targeted Explicit Instruction Engages All Students Ensures Achievement with Accelerated Growth Aligned with Colorado Academic Standards Research/Evidence Based Success Criteria Goal Setting
Continuous Collaboration	Communication with All Stakeholders Assist and Communicate with Families Continued Efforts Across Settings
Classroom Environment and Culture	Established Routines and Procedures High Expectations Positive Climate
Transitions Planning	Level to Level Transitions Includes Staff, Students and Parents
Parent-Home Involvement	Communication Collaborative Partnering Positive Relationship Access to Resources
On-going Assessments	Systematic Benchmarking: Fall, Winter, Spring Progress Monitoring Frequently
Study and Organizational Skills	Binder/Desk Checks Note Taking Guide Study Guides
IEP Planning and Development	Present Levels of Academic Achievement Present Levels of Functional Performance Goals/ Objectives Special Factors/Assessment Accommodations/Modifications Service Delivery Least Restrictive Environment Prior Written Notice

STUDENT CHARACTERISTICS

Common characteristics of students served through a multi-categorical program may include:

- Below grade level in areas such as reading, writing or mathematics
- Difficulties with listening comprehension
- Challenges with oral expression
- Speech and language difficulties that impact reading and/or writing
- Challenges organizing thought processes, writing, work
- Difficulty organizing materials or homework
- Social emotional and/or behavioral challenges
- Difficulties with school-appropriate behavior
- Challenges with fine and/or gross motor skills
- Difficulty completing and/or turning in work
- Higher distractibility or lower attending skills
- A need to check in and/or out with a trusted staff member
- A need for social skills instructions
- Modifications to access general curriculum
- Accommodations to access general curriculum
- Need for self-advocacy skill development

INDIVIDUALIZED EDUCATION PLAN (IEP)

Each student in a public education setting who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be an *individualized* document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability.

To create an effective IEP, parents, teachers, other school staff, and the student (when appropriate) must look closely at the student's unique needs. These individuals are able to bring together knowledge, experience and commitment to design an educational program that will help the student be involved in, and progress with the general education curriculum and Colorado Academic Standards. The IEP guides the delivery of special education supports and services for the student with a disability. Writing and implementing an effective IEP requires teamwork.

By law, the IEP must include certain information about the child and the educational program designed to meet his or her unique needs. This information includes: the present levels of academic achievement and functional performance; consideration of special factors such as assistive technology, transportation, second language learning, and a behavior intervention plan; annual goals; special education and related services; participation with nondisabled children; participation in state and district-wide tests; transition service needs (the IEP year that a student turns 14 or the 9th grade year); extended school year; and measuring student progress.

When writing an IEP, it is essential to create a standards aligned IEP with the IEP document linked to Colorado State Standards. The following link is a guide to writing “Standards Aligned IEPs” from the Colorado Department of Education website:

http://www.cde.state.co.us/cdesped/guidance_alps_ieps

Goals/Objectives-

- Directly correlated to the student’s area of eligibility and its educational impact
- Determined by the IEP team based on the student’s current level of academic achievement and functional performance as evidenced by academic, functional and behavioral assessments
- Linked to the Colorado State Standards at the student’s grade level; the student may be working on objectives related to current needs in order to close the achievement gap.
- Written as SMART goals: Specific, Measurable, Attainable, Reasonable, and Time bound
- Must include a minimum of 2 objectives that narrows the annual goal into smaller steps
- Objectives can be written based on the categorical challenges related to the goal or time bound based on progress over time.

Progress Monitoring-

- Goals and objectives are monitored through data collection to determine the level of progress being made, on a consistent basis to inform decision making
- Ongoing progress monitoring of IEP goals and objectives that drive instruction on goals and objectives
- Adjustments made to instruction based on multiple data points over time

Refer to the list of tools available to progress monitor goals and objectives on page 22.

IEP Input -

- Gather input from each of the student’s parents, teachers, Specialized Service Professionals, outside agencies, family members, and support staff
- Gather input from the student (as appropriate).
- Information from teachers may be gathered by using an IEP Feedback form that includes student strengths, areas of concern, classroom behavior and performance, attendance, and current grade in academic class(es)

Accommodations/Modifications -

- Accommodations- Provide access to the general education curriculum but does not alter the grade-level standard or proficiency level.
- Modifications- Adaptations to the curriculum that fundamentally alter the grade-level expectation and the content standard. Modifications are provided only to students who qualify for special education services. Modifications typically include reducing the cognitive load, methodology or delivery of instruction, and/or the performance criteria and occur over time as defined in the IEP.

SERVICE DELIVERY OPTIONS

The educational, social, and emotional needs of the individual students, the types of disabilities, and the degree of severity should determine the design and delivery of educational programs and services. The amount and delivery of services are based on the student's area of need(s). The continuum of services will vary according to the area of disability, cognitive level, achievement levels, and strengths or weaknesses.

Service delivery models are determined by the IEP team members during an annual review, eligibility determination, or special evaluation meeting. The IEP team must document the student's current level of academic and functional performance and write goals with objectives from the information gathered, addressing the student's learning needs.

For each goal/objective, the IEP team members consider the type(s) of service, and in which environment, that will allow the student to progress with their goals/objectives. Examples include, but are not limited to:

Collaborative/consultative service model

This service model engages the general education teacher and special education team in meaningful planning and collaboration to ensure the student's needs are met in the least restrictive environment.

A classroom-based intervention model (inclusion and/or co-teaching)

This service model allows for the student to remain in the least restrictive environment while a general education teacher and specialist share planning, facilitation of the learning process, and grading responsibilities for heterogeneously grouped classes.

Specialized groups for social, behavior, and/or academic needs

This service model allows for flexible student grouping based on intensity and student needs. The direct intensive instruction is provided by a member of the special education team.

LEAST RESTRICTIVE ENVIRONMENT

According to the Exceptional Children’s Education Act: To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment occurs only if the nature or severity of the disability is such that education in general educational classes with the use of supplementary aids and services cannot be achieved satisfactorily. [ECEA 2.29]

Schools are required to provide a free appropriate public education (FAPE) in the least restrictive environment that is appropriate to the individual student’s needs. This means that a student who has a disability should have the opportunity to be educated with typical peers, to the greatest extent appropriate. They should have access to the general education curriculum, extracurricular activities, or any other program that typical peers would be able to access. The student should be provided with supplementary aids and services necessary to achieve educational goals if placed in a setting with typical peers.

INTEGRATED SERVICES MULTI-CATEGORICAL NETWORK

**Below is a listing of department members whom staff,
working within the multi-categorical program, may need to partner.**

Integrated Services Director	Integrated Services Teachers
Integrated Services Coordinators	Paraprofessionals
Integrated Services Coaches	Health Technicians
Integrated Services Literacy Coaches	Integrated Services Support Staff
Enrich Support Team	School to Work Alliance Program
IEP Compliance Support Team	State-wide Augmentative, Alternative and Adaptive Communications
Professional Practice Experts	Alternative Cooperative Education
Specialized Service Professionals	Cooper Home
Department Leads	Community Connections
Staffing Team Coordinators	Records Department

PSD Integrated Services Responsibilities

Integrated Services Teacher

- Serve as case manager for students with disabilities, complete necessary documentation, and communicate with all team members
- Develop and implement standards-based IEPs that meet the individual educational needs of the students
- Participate in planning, co-teaching, and the development of instructional materials and programming based on students' needs with general education teachers
- Advocate for students
- Collaborate with general education teachers to modify the curriculum, as necessary, to meet students' IEP goals and objectives and to ensure access to a standards-based education in the general education environment
- Develop and implement behavior support plans and provide training to all relevant staff
- Supervise, train, and support paraprofessionals
- Ensure that the health, physical, and safety needs of students are met in all environments
- Coordinate schedules for students, paraprofessionals, specialized service professionals, and volunteers
- Collect data and monitor progress in order to drive instruction
- Develop collaborative relationships with families and community service providers
- Facilitate and model best practices of inclusive education and ability awareness
- Provide direct instruction at the student's instructional level and/or support the student's needs in order to access the general education curriculum
- Administer state and district assessments, including alternate assessments as determined by the IEP
- Ensure that accommodations for state and district assessments are provided

Administrators

- Foster a school climate of acceptance and membership for all students and model this attitude for staff, students, families, and the community
- Recruit and hire new staff who are committed to adopting best practices of inclusion
- Possess a strong foundational knowledge of inclusive practices and special education
- Work collaboratively and cooperatively with Integrated Services teachers in order to support their management of and leadership in the multi-categorical program
- Support Integrated Services staff in the management of student behaviors by being aware of student behavior plans and interventions, which may include physical interventions

- Serve as liaison and advocate for the multi-categorical program among district level staff, parents, and community
- Supervise and evaluate Integrated Services staff based upon specific knowledge of the program and individual roles
- Participate in IEP meetings, as requested, and/or ensure participation of required team members
- Ensure that general education staff, Integrated Services staff and specialized service professionals are implementing best practices and complying with district, state, and federal regulations
- Facilitate collaboration among service providers throughout the district
- Guide, support, and inform staff about district policies, guidelines, and expectations
- Communicate about available resources and advocate for equitable allocation of resources
- Remain aware of specific student and family needs that impact the student's education and/or programming needs
- Provide opportunities for professional development that addresses current and diverse programming needs

General Education Teacher

- Foster a classroom climate of acceptance and membership for all students and model this attitude to staff, students, families, and the community
- Possess a strong foundational knowledge of inclusive practices and special education
- Participate in planning, co-teaching, and the development of instructional materials and programming based on students' needs with Integrated Services teachers
- Collaborate with Integrated Services team to adapt and modify general education curriculum to meet student's IEP goals and objectives and to ensure access to a standards-based education in the general education environment
- Provide Integrated Services teachers access to curriculum scope and sequence, lesson plans, assessments, and other instructional materials
- Communicate with Integrated Services staff about classroom activities and events, and changes in the classroom schedule
- Participate in IEP meetings and have a working knowledge of the IEP's behavioral and learning interventions
- Complete all feedback tools conscientiously for use by the Integrated Services team
- Keep Integrated Services teachers informed of communications with families

Specialized Service Professionals

- Collaborate with team members in supporting student achievement of learning goals and/or accommodations across school-based educational settings
- Conduct observations and consult with staff for areas of their expertise in order to help improve student performance through reasonable adaptations, accommodations, and modifications
- Be an active member of the IEP team
- Communicate with parents, relevant teachers and providers, and outside agencies
- Support teachers and paraprofessionals on strategies related to their area of expertise (behavior, communication, fine motor skills, etc.).
- Progress monitor and collect data

Paraprofessionals

Under the direction of certified Integrated Services staff, paraprofessionals:

- Support students with disabilities in all necessary environments
- Implement teacher-directed lessons and activities
- Provide direct instruction to students in order to meet IEP goals and objectives
- Implement behavioral support plan strategies and interventions
- Provide for the health, physical, and safety needs of students in all necessary environments
- Progress monitor and collect data
- Provide positive behavior support and reinforcement to all students
- Facilitate and encourage positive social relationships of students with disabilities with their non-disabled peers
- Communicate with Integrated Services staff and general education teachers
- Maintain respect and confidentiality in all communications regarding students
- Participate in professional development opportunities, including the Classified Academy
- Maintain appropriate certification for performing First Aid, CPR, CPI, and AED, as needed
- Support student independence and self-advocacy

Parents/Guardians

- Assist in creating consistent support and learning opportunities across environments by aligning home and school goals
- Develop collaborative relationships to foster open communication between school and home to best meet students' needs

- Maintain responsibility and communicate with school staff about students' health and welfare
- Ensure that their student is enrolled with the community center board (Foothills Gateway) and/or other appropriate community agencies, as needed or appropriate
- Be an active member at the IEP meeting by being prepared (i.e. knowing what the prior IEP currently says, how child is doing in school, and what possible next steps might be)
- Advocate for individual strengths and needs
- Seek out information and share resources and strategies

Peers

- Advocate for friends
- Be an appropriate role model and provide positive support
- Treat all peers with respect
- Believe in peers' abilities and support their participation
- Follow school rules and school-wide behavior expectations
- Be a catalyst for change and model acceptance in the school community

Students with an IEP

- Advocate for self; participate in the IEP process, as appropriate
- Be an active and engaged learner at school
- Treat all peers with respect
- Have fun at school
- Follow school rules and school-wide behavior expectations
- Participate in school activities
- Be safe in school and in the community

All Parties

- Hold students to high expectations, promote independence, and problem-solving

Teaching and Learning Framework (5D+)

Access to core content instruction is key for students with disabilities. In Poudre School District, the Teaching and Learning Framework guides instructional practices in classrooms.

The Standards-Based Teaching and Learning Framework is designed around five primary dimensions: Purpose; Curriculum & Pedagogy; Assessment for Student Learning; Student Engagement; and Classroom Environment & Culture. To support implementation, PSD educator evaluation documents are organized to prioritize the expectations of the Standards-Based Teaching and Learning Framework. Additionally, professional development opportunities and resources are aligned to the framework to provide teachers with focused support and growth opportunities. Additional information: <https://www.psdschools.org/webfm/7888>

Evidence- Based Best Practices

Evidenced-based practices are strategies that have evidence from research to be effective in promoting positive outcomes for students, regardless of ability levels. The list below is not comprehensive, but highlights key educational practices that support students with disabilities in the Multi-Categorical program.

Collaboration	Co-Teaching	Multi-Sensory Strategies
Bloom’s Taxonomy	Theory of Multiple Intelligences	Assistive Technology
Standards-Based Planning	Think Alouds with Modeling	Explicit and Systematic Instruction
Best Practices in Inclusion	Grouping Strategies	Community Classrooms
Partnering with Parents	Specific Feedback	Positive Behavior Supports
Monitor Independent Work	Opportunities for Student Responses	Belief that All Children Can Grow
Multi-Level Instruction	Teach Metacognition	See Each Child as an Individual
Interdisciplinary Themes	Responsive to Culture and/or Socioeconomic Needs	Use of Accommodations and Modifications
Classroom Management to Promote Independence and Learning	Modification of Curriculum and Activities to Include All Students	Self- Analysis of Behavior Related to the Task

Communication

Communication with parents of a student with an IEP: School and home communication for a student on an IEP may include phone calls, emails, person to person contact, progress reports, parent-teacher conferences, IEP meetings, paperwork, and letters mailed to parent address.

Tips for Enhancing Communication between Integrated Services Teachers and Parents:

- Make parents feel welcome and an important participant in their child's education
- Educate parents of their rights (Procedural Safeguards)
- Stay in touch regularly
- Respect the uniqueness of the family
- Encourage parental involvement

Communication with education professionals in PSD: Integrated Services teachers and general education teachers, building administrators, and Integrated Services leadership will communicate and collaborate for the wellbeing and growth of students on IEPs. This communication could include, but is not limited to, student progress, IEP goals and objectives, IEP accommodations and modifications, discipline, and access to curriculum.

Scheduling

When scheduling student services at any level, all student schedules should meet the IEP service hours based on students' needs. The IEP team must ensure that the least restrictive environment (LRE) is accurate. For example, if a student's IEP determines that the student is in the classroom at least 80% of the time, the schedule must reflect that determination. In the service delivery section, the IEP team may identify that services are provided by paraprofessionals, under the direct supervision of the Integrated Services teacher.

Scheduling considerations:

- Grouping students based on skill level and needs
- The general education setting may include paraprofessional support, co-teaching, and/or consultative collaboration
- Services outside of the general education setting may include small group, individual instruction, and/or paraprofessionals
- Minimize interruptions to students receiving universal tier 1 instruction (core curriculum)
- IEP services are based on student need and not on the school's master schedule
- Communication with teachers, interventionists, paraprofessionals, etc.

Additional considerations for scheduling:

- Study Skills (Multi-Categorical classrooms)
- Co-teaching within general education classrooms
- Literacy interventions and/or classes
- Math interventions and/or classes
- Social skills instruction and coaching
- Classroom-to-classroom transitions

Data-driven scheduling that may utilize the following:

- State and district assessments
- Grade reports
- Attendance reports
- Achievement and cognitive assessments
- Benchmarking and progress monitoring results

Preference-based scheduling:

For students who may struggle in the academic setting or who may be at risk for attendance issues, schedules may be arranged to take advantage of student interests and vocational training. For example, a student who enjoys theatre arts may be enrolled in a drama class and an Alternative Cooperative Education (ACE) class, in addition to required academic courses. A less rigorous academic load may aid the student in having a positive first semester experience.

School to School Transition Resources

For *all levels* of transition (entering preschool to entering post-secondary school/training) a comprehensive folder has been assembled for teachers at both sending and receiving schools to help them assist families to transition students successfully through their next transition step.

Materials include a transition meeting agenda, a student profile form, student and family questionnaires, school visit notes and questions for parents visiting their new school, a planning for success timeline, a “what to look forward to” page for each step/phase of a child’s academic career, and information regarding the Special Education Advisory Committee (SEAC).

Co-Teaching Snapshot

Co-teaching is a coordinated instructional practice in which two or more educators simultaneously work with a heterogeneous group of students in a general education classroom. In a co-teaching class, the educators share in the planning, presentation, evaluation, and classroom management of student learning.

Models of Co-Teaching:

- **Duet Model:** Both teachers plan and design instruction. Teachers take turns delivering various components of the lesson.
- **Lead & Support Model:** Teacher A: responsible for planning a unit of instruction, Teacher B: shares in delivery, monitoring, and evaluation.
- **Speak and Add Model:** Teacher A: responsible for designing and delivering, Teacher B: adds and expands with questions, rephrasing, anecdotes; recording key information on charts, transparencies, or board.
- **Skills Groups Model:** Students are divided into 2-4 groups based on needs. Each teacher takes responsibility for half the group.
- **Station Model:** Teacher A: responsible for overall instruction, Teacher B: teaches a small group specific skills they have not mastered.
- **Learning Style Model:** Both teachers share the design and delivery of instruction. One teacher is primarily responsible for auditory and visual instruction, the other for tactile and kinesthetic instruction.
- **Parallel Model:** Both teachers plan and design. The class splits into two groups with each teacher taking a group, reducing teacher- student ratio.
- **Complementary Skills Model:** Teacher A: primary responsibility for delivering core content, Teacher B: primary responsibility for delivering related instruction in the areas of study and survival skills.
- **Adapting Model:** Teacher A: responsible for planning and delivering a unit of instruction, Teacher B: determines and provides adaptations for students who are struggling.

Student & Teacher Benefits of Co-Teaching

- | | | |
|---------------------------------|-------------------------------|----------------------------|
| ● High Quality Instruction | ● High Expectations | ● Teacher Access |
| ● Enrich & Remediation | ● Differentiation | ● Inclusion |
| ● Instructional Strategies | ● Student Engagement | ● Collaboration |
| ● Behavior Management | ● Combined Ownership | ● Culture and Climate |
| ● Positive Academic Role Models | ● Positive Social Role Models | ● Professional Development |

Assistive Technology

IEP teams must consider whether a student requires assistive technology devices and services. As determined by the IEP team, support for technology accommodations may be provided through State-Wide Augmentative, Alternative and Adaptive Communications (SWAAAC) department. This department is able to locate technology for student needs and provide training and support to students and staff. Additional information may be found at <https://www.pdschools.org/assistive-technology/swaac>

Multi-Tiered Systems of Support (MTSS)

What is MTSS?

- A systemic, continuous- improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.
- The framework of MTSS utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.
- It helps schools and districts to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to accelerate the performance of every student to achieve and/or exceed proficiency.

What are the Essential Components of MTSS?

- Shared Leadership
- Data-Based Problem Solving and Decision Making
- Layered Continuum of Supports
- Evidence-Based Instruction, Intervention, and Assessment Practices
- Universal Screening and Progress Monitoring
- Family, School, & Community Partnering

Why is MTSS important?

By systematically evaluating and analyzing student progress through ongoing universal screening and progress monitoring, educators are able to more efficiently use their available resources and to improve student performance. Information yielded by these data sets allows educators to problem-solve less severe educational challenges in the general education

environment, and preserve additional resources for students who require more targeted and intensive instruction and intervention in order to achieve educational benchmarks. This type of structured problem solving process meets the mandates of both ESEA (2002) and IDEA (2004). MTSS also supports the Colorado educational legislation priorities SB 10-191 (Educator Effectiveness), HB12-1238 (READ Act), SB08-212 (CAP4K), HB11-1254 (Bullying in Schools) and SB13-193 (Parent Engagement in Schools).

When is a student in the MTSS process referred to Integrated Services (Special Education)?

Receiving intensive, individualized interventions and supports does not automatically mean that a student will be evaluated for special education eligibility. Not all students who receive intensive supports are identified as students with disabilities, and not all students identified with a disability need intensive supports in all areas. Additionally, students do not need to receive intervention in all tiers before consideration for special education services or supports. The initiation of formal evaluation procedures for a student suspected of having a disability can and should occur at any time that the parent(s)/guardian(s) and/or educator(s) express their suspicion of a disability. General educators share the responsibility for every student in their classrooms. It is imperative that general and special educators, including related service providers, work collaboratively to align their efforts to accelerate the performance of every student to achieve and/or exceed proficiency.

Once the MTSS team refers a student to the building's special education team, the special education team must make a decision to accept or reject this referral as soon as possible.

Accepting the referral

If the team decides to accept the referral, the first step is to determine what areas should be evaluated. This decision should be based on the data and information contained within the MTSS referral. For example, if a student is receiving intensive intervention only for reading comprehension needs and the data indicates that the student is still making minimal progress, the special education team may decide to assess in several areas of reading. Special education in math would not be necessary for this student unless the data indicated that this was also an area of need. Once the team has determined what areas should be evaluated, the team must receive consent for initial evaluation.

Rejecting the Referral

The special education team also has the option of rejecting the referral. If the special education team rejects the referral, they must complete a Prior Written Notice of Special Education Action stating the decision and explaining the decision. The MTSS team should be notified as soon as possible.

Progress Monitoring Tools

Progress monitoring can be described as an evidence-based practice that is utilized to assess students' academic performance and evaluate the effectiveness of instruction/ intervention (Fuchs & Fuchs, 2008). Progress monitoring is composed of administering brief assessments to measure student progress and takes place on a regular basis (weekly or monthly). The purpose of progress monitoring is to determine whether or not students are responding successfully to instruction/ intervention, which makes this practice an essential feature of response to intervention (Stecker, Fuchs, & Fuchs, 2008). **This is not considered to be an all-inclusive list for progress monitoring tools.**

5 & 6 minute Fluency

Accelerated Math

Access Skills

ADL: 10-1, 20-1, 30-1

AIMSWEB: Behavior, Math, Reading, Writing

Anecdotal Records

Attendance Reports

Behavior Data Sheets; Rubrics, Tally Sheets

Basic Reading Inventory

Career Development

Community Access

Curriculum Based Measurement

Daily Living Skills

Data Collection Sheet

Decision Making/Problem Solving Data Collection

DIBELS

Discipline Report

Early Learning Concepts

Everyday Math Assessments

Flash Cards

Flashmaster Fluency

Functional Academics

General Words Orally

Grade Reports

Hearing Data Collection

Independent Living Data Collection

Language!

Letter Recognition

Lexia

Listening Comprehension Data Collection

Math Calculation

Math Computation Fluency

Math Mates

Math Problem Solving

Math/Number Skills

Monitoring Basic Skills Progress

Multiplication Facts

Number Identification

Orientation/Mobility Data Collection

One-Minute Math

Oral Expression Data Collection

Organization Data Collection

Physical/Motor Data Collection

Read 180

Read Well

Reading Comprehension Data

Reading Fluency Data Collection

Self-Advocacy Data Collection

Self-Care Data Collection

Social Skills Data Collection

STAR: Early Literacy, Math, Reading

SWIS System

Treasure Chest Progress Monitoring

Triumphs Progress Monitoring

Vision Data Collection

Vocational Skills Data Collection

Words Their Way

Writing Rubrics

Written Expression Data Collection

Acronyms

ACE	Alternative Cooperative Education	FERPA	Family Educational Rights and Privacy Act
ADA	Americans with Disabilities Act	HCAP	Health Care Action Plan
ASL	American Sign Language	HCP	Health Care Program for Children with Special Needs
AT	Assistive Technology	IDEA	Individuals with Disabilities Education Act
AYP	Adequate Yearly Progress	IFSP	Individualized Family Service Plan
BIP	Behavior Intervention Plan	ILP	Individual Literacy Plan
CBM	Curriculum-Based Measurements	ILS	Integrated Learning Support
CCB	Community Center Board	ITP	Individual Transportation Plan
CDE	Colorado Department of Education	LEP	Limited English Proficiency
CEC	Council for Exceptional Children	OCR	Office of Civil Rights
CO-ALT	Colorado Alternate Assessment	OT	Occupational Therapy
CPI	Crisis Prevention Institute	PBIS	Positive Behavior Intervention and Support
CSEAC	Colorado Special Education Advisory Committee	PEAK	Parent Education and Assistance for Kids
DHH	Deaf or Hard of Hearing	PEP	Parents Encouraging Parents
DVR	Division of Vocational Rehabilitation	PLC	Professional Learning Community
ECEA	Exceptional Children's Education Act	PT	Physical Therapy
ELD	English Language Development	SEAC	Special Education Advisory Committee
ESY	Extended School Year	SLP	Speech Language Pathologist
FAPE	Free Appropriate Public Education	SRO	School Resource Officer
FBA	Functional Behavior Assessment	SRI	Supplemental Security Income
SWAAC	State Wide Augmentative Alternative Assistive Communication		

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