

Middle/High School
Blended Model of Pull-Out and Push-In Services
Diana Browning Wright

Periods	Mon	Tues	Wed	Thurs	Fri
Period 1 7-8 IEPs per general ed class max	class A Sp Ed+ Class B Aide +	Class B Sp Ed+ Class A Aide +	Class A Sp Ed+ Class B Aide +	Class B Sp Ed + Class B Aide +	selected pullout w/sp ed; aide may be in class or in pullout
Period 2 7-8 IEPs per general ed class max	Class C Sp Ed+ Class D Aide +	Class D Sp Ed+ Class C Aide +	Class C Sp Ed+ Class D Aide +	Class D Sp Ed+ Class C Aide +	selected pullout w/sp ed; aide may be in class or in pullout
Period 3 7-8 IEPs per general ed class max	Class E Sp Ed+ Class F Aide +	Class F Sp Ed+ Class E Aide +	Class E Sp Ed+ Class F Aide +	Class F Sp Ed+ Class E Aide +	selected pullout w/sp ed; aide may be in class or in pullout
Period 4 7-8 IEPs per general ed class max	Class G Sp Ed+ Class H Aide +	Class H Sp Ed+ Class G Aide +	Class G Sp Ed+ Class H Aide +	Class H Sp Ed+ Class G Aide +	selected pullout w/sp ed; aide may be in class or in pullout
Period 5 7-8 IEPs per general ed class max	Class I Sp Ed+ Class J Aide +	Class J Sp Ed+ Class I Aide +	Class I Sp Ed+ Class J Aide +	Class J Sp Ed+ Class I Aide +	selected pullout w/sp ed; aide may be in class or in pullout
Period 6 7-8 IEPs per general ed class	Plan period for special education and teachers A, B	Plan period for special education and teachers C, D	Plan period for special education and teachers E, F	Plan period for special education and teachers G, H	Plan period for special education and teacher I, J

This schedule provides continuous special education services, data collection and consultation opportunities for a typical special education caseload of 25-28 students. It affords the opportunity for least restrictive environment for instruction. This is not suggested for basic skills instruction, such as learning developmental reading. That would be provided in a general education class in reading, if that is least restrictive, and does not require "specialized instruction." If "specialized instruction" on a basic skill such as reading is required, that service would be provided in a more traditional period. Either another special educator would provide that service, or one period in the schedule above would be used for that purpose, essentially giving the special educator four rather than five periods to serve students in a general education environment. Some districts have also used a zero period or after-school service model, paying the special educator an additional salary for that purpose.

Components and Procedures of the Blended Model

Based on Field Work by Diana Browning Wright

- All students with IEPs or 504 plans (or others requested by the school's Instructional Support Team) have an **Accommodation or Differentiated Instruction Plan** (see: www.pent.ca.gov/forms) and a brief descriptor prepared by a special education teacher with previous general educator, student and parent input. This one- to two-page "**Instructional Support Description**" is in addition to the Accommodation or Differentiated Instruction Plan, and describes the student's strengths and the teaching practices in the past that have helped the student learn, and those that have not. At the beginning of each year, when new students are enrolled, and during each "**Quarter Roundup**," the Instructional Support Description and Accommodation/Differentiated Instruction Plan is reviewed and revised as needed.
- These Instructional Support Descriptions and Accommodation/Differentiated Instruction Plans are given to each of the student's teachers in a notebook containing all of the students they serve with IEPs or 504 plans. It is frequently referenced and updated during the instructional year by all service providers.
- Some of these students will receive special education in general education, some will receive special education services in general education with additional pull-out on Friday, and some will only receive pull-out on an "as needed" basis on Fridays. Some students will be on "consult only." Regardless of service provider, this document is frequently discussed and supported by administrators reviewing student progress.
- On a quarterly basis, i.e., four times per year, every teacher gives up her plan period on a Friday for a "Quarter Roundup." Teachers bring their notebooks for the review which is attended by all support staff, the principal and general education teachers serving students with disabilities. The purpose of the roundup is to answer questions of any teacher, those who have the students in their class, as well as questions special educators or the principal have for general education teachers. Grading and evaluation is the joint responsibility of both teachers.
- Assessments and IEPs are held on Fridays, last period, or any last period time when necessary. The special education teacher informs the principal through e-mail no later than Thursday afternoon as to which students will be served on Friday and for what purpose, or which student will be receiving an assessment that time period. General and special education teachers together make decisions as to which students may need pull-out specialized instruction outside of the general education classroom on Friday. If there are no students requiring this service, and no assessments need to be conducted, the special education teacher goes to the classroom most in need that period. If the paraeducator is not needed that Friday, he goes to the classroom assigned by the teachers.
- When the special education teacher is not providing the direct service in the classroom, the paraeducator performs data collection and other services to support LRE and progress in the core curriculum and mastery of IEP goals in addition to performing duties at the request of general education teachers when requested. Data forms on curriculum, tasks and instructional strategies are provided by the special education teacher. Data collection consists of how all students responded, whether they "got" the gist of the instruction, or whether it is likely the teacher should pay special attention the following day, or whether the student with the IEP may need reteaching and support on the Friday period.

Describing Services on the IEP

Legal Reference

Special education is occurring whenever special education staff is providing "specialized academic instruction" as defined in the IDEA Regs (34 CFR 300.39(b)(3)) as:

3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction —

(i) To address the unique needs of the child that result from the child's disability; and
(ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Thus, if there is something different about how the child is being taught the curriculum by a special education provider (either teacher or paraprofessional), this constitutes special education service time, which is provided in the general education setting. It has been suggested by some that we should not indicate which staff is providing the instruction at which time on the IEP.

Alternatively, in the IEP narrative, a full description can be provided if desired

“(Name)'s special education teacher will provide services in the student's general education classroom in the form of co-teaching for X (e.g., two) class periods per day.

For X (e.g., two) days per school week when school is in session, a paraprofessional will be in the (Name)'s general education classroom under the guidance of the special education teacher in order to collect data that will be used by (Name)'s special education teacher for purposes of: 1) lesson planning and delivery; 2) evaluation, recommendation, and implementation of accommodations and adaptations in the general education classroom; and 3) consultation between the special education teacher and general education teacher regarding accommodations and adaptations, as well as the use of appropriate teaching strategies. The paraprofessional will also provide direct service to (Name) during these two days in the general education classroom if (Name) needs support in order to meaningfully benefit from (Name)'s educational program.

On each Friday that school is in session, (Name) will receive ___ class periods of special education instruction in a special education classroom by special education personnel.”

Alternate to last sentence: “On an as needed basis, in response to direct observation and data collection Monday through Thursday, each Friday school is in session; (Name) will receive special education services in a special education classroom. These Friday services are for any subject in which (Name) has received special education in the general education environment, Monday through Thursday.”

Questions? Contact your school's attorney for legal issues. For other issues, contact Diana Browning Wright at www.dianabrowningwright.com .

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