PROGRAM AREA GUIDANCE: INTERRELATED

BETTER TOGETHER

Definition and Overview

Students with disabilities who are found to be eligible under both the federal and state eligibility and disability standards are entitled to learning in the least restrictive environment (LRE) with appropriate support. The Individuals with Disabilities Education Act requires that "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 not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." 20 U.S.C. '1412(a)(5)(A). The state's standard is for 90% of students with disabilities to be educated in the general education classroom for a minimum of 80% of the school day. Interrelated students are students with a disability and are eligible for special education and related services and are taking course work in the general education curriculum. Interrelated students are pursuing a regular high school diploma so they are working on the Georgia Standards.

Instructional Expectations

It is important for IEP teams to review instructional options when making decisions for how to assist students with learning. The team bases these instructional decisions on data. In considering strategies, teams will determine what deficit areas pose the most difficulty for the student. The team will discuss how processing deficits can suggest trying certain instructional strategies. All instructional strategies can be modeled and taught by the teacher by using explicit, systematic, and direct instruction where teachers show students how to perform each step and think aloud what to do while performing the task. The teachers provide guided practice with lots of support until the student can independently perform the task and then show the ability to use the skill across the curriculum. The following are a few instructional strategies that an IEP team may consider to positively impact deficit skills.

Comprehension and Memory Skills	
The Directed Reading Thinking Activity	This strategy helps students to be actively involved in reading by asking students to make predictions and check to determine accuracy of the prediction throughout the reading process intermittently. The teacher introduces the text and the student predicts what the text is about. Reading occurs to a preselected stopping point and the students are asked questions about the reading and asked to refine their predictions. The student goes through each section and makes a prediction and provides a rationale to support the prediction. If the prediction is changed, they explain why using information from the text. A graphic organizer can be useful with this strategy.
Summarization strategies	Students can understand the content by recapping the main idea and key points of the text and focus on what is essential. Ways to use summarization in English/Language Arts would be during and after reading a text. In math, summarization can be used for summarizing how to solve a problem or summarizing a strategy. In social studies, a student could summarize a historical event, a current event or in discussion about something they read. In science, a student could use summarization to summarize information after completing an experiment or to convey what they learned that day. a. Teacher models how to summarize using a text with minimum number of words b. Sum it Up for $2. or less (each word is worth 10 cents and the goal is to not use more than 20 words) c. 5 W's and how chart (who, what, when, where, why and how).

Compare/Contrast strategies	The strategy helps students to understand and remember content by making comparisons such as similarities and differences. Students can compare and contrast people, characters, places, events, and processes across content areas for English/Language Arts, social studies, and science and math. a. Venn Diagrams compare and contrast two or three people, characters, places, things, events, concepts or processes. Similarities between the topics of comparison are written where the circles intersect and characteristics that they do not have in common are written where the circles do not intersect. b. Matrix (chart/grid) can be completed with the concepts to be compared written across the top of each column of the grid and the identifying attributes or questions written in the rows vertically on the left side of the grid. The students then record their answers in each cell of the grid. The final column can be used to identify the similarities and differences.
Concept Mapping	The student visually represents ideas and concepts used to help to understand, organize and remember material. It is a way to visually connect the ideas related to a specific topic. In English/Language Arts, mapping could be used to remember information about a short story or novel. In social studies it could be used to remember information about periods in history and in science it could be used to organize and show information.
Other Visual Aids	Strategies to help students organize the material to remember it. a. Using visual imagery or visual representations of what they are learning. In English/Language Arts, math, science and social studies can assist students with learning information and understanding concepts or processes. b. Creating charts of reduced information helps students to make sense of information. c. Creating diagrams will help group together information to explain concepts. d. Using pictures can illicit memories of a past learned concept and tie that knowledge with new information to be learned. It also helps with building vocabulary acquisition. e. C-R-A (concrete, representation, abstract models) for visualizing information.
Vocabulary strategies	Vocabulary strategies are used to learn concepts and to remember what words mean for application. Vocabulary strategies can be used to learn new terms in English/Language Arts, math vocabulary, social studies and science vocabulary terms. a. Create 3 columns on a page with one column being the new word, one column being a shortened definition of the word, and one column for drawing a picture that will help you remember the definition. b. Word walls can help students to connect and remember new vocabulary. They can review the words intermittently to build memory. c. Frayer model can be used to learn vocabulary and can pair a student friendly definition with examples and non-example of the word. This is particularly good to use with math, but can also be used across the content areas.

The IEP team can review the IEP and choose from several service delivery model options available to provide support for interrelated students beginning with the least restrictive environment. If a student is in need of more intensive instruction, the team can then consider a more restrictive setting where the supports can be provided. A chart below is provided with more information about each model of instruction.

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Interrelated Models of Instruction	Definition	Personnel Supporting	Description of Services	Setting	Example
Consultative	At least one segment per month of direct service from the special educator.	Certified Special Educator	Student with disability receives at least 1 segment per month of direct service to provide continued instructional support and monitored progress towards mastery of goals aligned to the student specific skill deficit. In addition, certified special educator consults with the student's other educators to ensure the implementation of the IEP (accommodations, goals, BIP, transition plan, etc.) when they are not present in the classroom.	General Education Classroom Special Education Classroom	Depending on the needs of the student, the frequency might vary. For example, for a student who needs more frequent check ins, the segment per month may be divided into weekly times. A student with a deficit in executive functioning, specifically organization will have a weekly scheduled 15 minutes with their case manager to review the generalization of the strategy previously learned working towards mastering their organizational goals.
Supportive Instruction	Service provided by personnel other than a certified teacher and providing educational services under the supervision of a teacher.	Paraprofessional Interpreters Job Coach	Student with disability receives services from personnel other than a certified special education teacher to support the student's generalization of interventions/strategies related to the student's deficit areas they previously learned. In addition, the support staff ensure accommodations are provided.	General Education Classroom	For a student with a deficit in the area of reading comprehension, the paraprofessional is scheduled for 60 minutes 5 times per week to support generalization of a previously learned reading strategy and to ensure the availability of read aloud accommodations during classroom assessments.
Collaborative	Less than 100% of a segment, but at least 50% of segment. An ESE teacher works with identified students with disabilities	Certified ESE Teacher	During the 1st half of an instructional segment, the ESE Teacher pushes into a General Education classroom to provide specially designed instruction to address the skill area deficit to identified students with disabilities. During the 2nd half of an instructional segment, pushes into a different General Education classroom to	General Education Classroom	During the 1st ½ of the segment, the ESE teacher pushes in to provide specially designed instruction to 4 SWD who have deficits in fluency. The students rotate through stations and during the 30 min the ESE teacher is in the room, the 4 students are provided direct instruction of a fluency strategy. The ESE teacher then pushes in to the next classroom

	and the Gen Ed teacher within the Gen Ed classroom.		provide specially designed instruction to address the skill area deficit to identified students with disabilities. In addition, certified special educator consults with the general educators to ensure instructional planning to prepare for each of the lessons as well as the implementation of the IEP (accommodations, goals, BIP, transition plan, etc.) when they are not present in the classroom.		for the 2nd ½ of the segment to provide direct instruction to 2 students with deficits in the area of working memory through the use of mnemonics.
Co-Teaching	100% of a segment every time the class meets. The ESE teacher provides specially designed instruction in the General Education classroom by sharing teacher responsibilities with the General Education teacher.	Certified ESE Teacher AND General Education Teacher partnership	While both teachers share the teaching responsibilities during the segment, the ESE teacher serves as the instructional specialist (ensures the use of specially designed instruction) and general education teacher serves as the content specialist (ensuring standards based core instruction) for all students in the general education classroom. The teachers plan together in ensure specially designed instruction is embedded in each lesson in order to meet the needs and address the skill deficit of each student. Teachers review student data together and may adjust instructional methods to ensure all students make adequate progress. Both teachers know contents of the students' needs as outlined within the IEP. The Co-Teaching teams' lesson plans include the use of at least one of the 6 Co-Teaching models depending on the types of activities within the lesson.	General Education Classroom	During an ELA segment (1 class period), the teachers plan for the Station Rotation Co-Teaching model. The groups and the order they rotate between the stations will be based on their needs of specially designed instruction and teachers might work with a group at more than one station depending on their level of instructional independence & needs at each station. Group 1 – Graphic Organizer Station, students given direct instruction on the different types of graphic organizers as well as when and why each organizer is used in different tasks. Group 2 – Independent Reading Station, students can use technology to have the books read to them. Group 3 – Independent Vocabulary Station, students who need to pre-view vocabulary from the story will go to the vocabulary station 1st in the rotation. Group 4 – Story Summary Station, students with deficits in reading comprehension will receive direct instruction

			1. Station Teaching 2. Team Teaching 3. Parallel Teaching 4. Alternative Teaching 5. One Teach, One Assist 6. One Teach, One Observe		for using a specific strategy for skill instruction. Group 5 – Independent Technology station, students are given tasks at their independent level to complete on their personal devices.
Small Group	Instruction outside the Gen Ed classroom for individuals or small groups.	Certified ESE Teacher	Students with disabilities are taught in small groups, outside of the general education classroom and the special education teacher plans for and provides specially designed instruction to the students. In this setting teachers provide direct instruction opportunities to ensure students master important skills. In a smaller group, teachers have the opportunity to use a variety of instructional techniques simultaneously to meet the unique needs of the students in order to build necessary skills needed for successful acquisition of grade level standards.	Special Education Classroom	For student with a reading fluency deficit that is resulting in an independent reading level that is multiple grade levels below, a specific intervention designed to increase words per minute and accuracy are taught during this segment of time. This allows for an improvement in the skill deficit area so that the student can reach a mastery level that ensures successful access to the curriculum in the general education setting.

Behavioral Supports and Resources

This section contains information related to managing behaviors in the classroom and includes strategies and supports to include when planning for instruction.

Before the 1st day of school	establish positive relationships	-introduce yourself to students before Open House -read IEPs and psychological reports to familiarize yourself with student strengths & needs
	create a positive learning environment	-use "do" requests rather than "don't" -positive reinforcement system -praise before attention seeking -provide opportunities for students to use strengths -create opportunities for positive social interactions
	set up structure & procedures/routines	-school/home communication submission -prepare documents with specific directions on accessing the instructional platforms parents may need to review with their students at home -routine for sharpening pencils -routine for raising hand -station transition routine -prepare progress monitoring materials & routines, process many need to be embedded into the lesson plans
1st Days of School	encourage buy-in through creating classroom expectations	-3-5 positively stated classroom rules with student input
	encourage student engagement through classroom tasks students can help with	-classroom helpers -classroom chores
	teach/model expectations and daily routines, especially those that are specific to activities/stations	-establish expectations for different stations or locations (technology, gym, outdoors) -teach the skills needed for appropriate behaviors -teach/model routines (material distribution, organization, entering & leaving class)
	continue building positive relationships	-schedule opportunities for listening to students and continuing the connectivity -make positive phone calls home
Lesson Planning	daily review	-review routines -review schedule (incorporating color)
	build in teaching strategies & social skills	-SDI for individual student needs -review behavioral needs within the IEP -behavioral goals, BIP -embed progress monitoring opportunities -build in opportunities for mental breaks

	use time management techniques	-timers -visual schedules -establish cues for gaining attention & transitions
	plan opportunities for 1-1 direct instruction and group activities	-allow for purposeful movement in the classroom -build social interactions
	prepare needed tasks/materials for groups and place at the stations to decrease downtime	-visual reminders of expectations for each station posted
Establish Discipline Plan	when proactive strategies do not work, have a plan and be consistent	-nonverbal cues -contacting parents
	respond appropriately to situations	-provide structured breaks -respect student's space -provide options -avoid power struggles

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