

## Service Delivery Model

1. Which service delivery model did you observe?

I observed an inclusion classroom. It is the inclusion classroom for the first grade. The other classes include students with IEPs but they do not require an instructional assistant (IA; paraprofessional) to aid the lead teacher.

2. How many students were in the class? Of those, how many are identified with special needs? How many adults were present?

There are 17 children in the class. Two have IEPs due to "other health impairments". One of these students requires an instructional assistant to help him through most parts of the day. There is one lead teacher who is in the room all the time, and one IA who is in the room during various parts of the day.

3. What did the adults in the room do? Be specific in identifying their roles and responsibilities. Who provided instruction? Who provided support? Who addressed attention or discipline issues?

The lead teacher is responsible for instructing the entire class. She takes on the roles of any general education teacher and also takes on the needs of the students with special needs. She tries to keep the flow of learning steady even as the students with IEPs interrupt and become distracted. She will quickly redirect the students' attention by acknowledging them and letting them know that it will be okay if they deal with that situation later. The student is never ignored but the interaction does not take a lot away from the flow of class. The IA provides support to one of the students with an IEP. When she is present in class she sits next to him and helps him stay on task and behave appropriately. By being there to address behavior issues for this student frees up the general educator to provide support to all of the students.

4. What strategies did you see the teacher(s) using to assist students?

The main issues that the two students with IEPs have is calling out, disrupting the class, and not being on task. When the general education teacher is without the IA, she uses short phrases to acknowledge the students when they interrupt instruction and then takes care of their issues more in depth later. When the IA is present, she is able to deal one-on-one with one of the students. She sits directly next to him and he has learned that she is there to help him. She can help him stay focused by reminding him to do his work and she can answer his many questions instead of interrupting the general education teacher. The general education teacher helps the other student with an IEP by reminding him to focus on his work. The lead teacher also gives very direct instructions to the entire class to avoid disruptions during transitions and quiet work time.

5. What instructional or behavioral modifications did you observe being implemented? Who were they used with and why?

The teacher was very explicit in the directions she gave to the entire class. The very specific instructions made transitioning and doing work easier for the students because they knew exactly what was expected of them. She used these instructions with the entire class so she would not have to use two separate styles of instruction, which would take too much time and be confusing to the students. She reaches all of the students by modifying her instructions to reach the students with special needs.

6. Did you see any specialized technology or alternative communication devices/equipment used? How were they used?

The only specialized technology in the classroom was a chair that one of the students sat in. It had arms and padding to make it more comfortable. The arms also helped him stay in his seat instead of squirming out of it.

7. What benefits do you perceive of this model? Challenges? How could this model be changed or improved to meet the needs of all students?

This model worked very well for this specific class. Having an instructional assistant made it a lot easier for the general education teacher to teach and it helped the students with special needs learn. The only challenges come from when the IA is not in the room. The school cannot afford to have an IA in every special education setting all the time so there will be times throughout the day when the general educators are without help. The model could, in a perfect world, be changed by including an IA in every special education setting at all times. That is not feasible so I would suggest having more professional development or training in the area of special needs for the educators who interact with students with special needs.

8. What questions do you have about this model of service delivery?

I wonder how much time the IA spends in the classroom each day. How much training, if any, did the general education teacher receive before taking on the inclusion classroom? Did she have a choice in the matter?