

Level of Support Decision Making Guide

Per the student's IEP, how does the student's disability impact access and progress in the enrolled grade level curriculum?

		Continuum of Services			
		In Class Support	Moderate Support	High Support	Specialized Support
Guiding Questions		Minimal Support	Resource	Alternate	Centralized (off home campus)
Content (Standards)	Methodology				
How does the student access the General Curriculum?	Consider accommodations, change pace, chunk and support for visual or auditory representation, assess and adjust readability level	Consider accommodations/modifications, extended time for learning and assignment completion, reduced assignments, simplified assignments, simplified vocabulary, task analysis, discrete steps.	Consider accommodations of grade level standards by reducing complexity of expected responses, assignments, assessments, increased modeling and repetition, PCS, Health Plan, Safety Plan	TEKS need to be modified significantly in order for student to access the general curriculum. Modified curriculum, instruction and assessment. *If placement is for behavior, must have a BIP.	TEKS need to be accessed at the prerequisite level, student requires alternate instruction and assessment.
What supports are needed to increase cognitive and executive functioning?	Consider weekly calendar, important dates identified, mnemonic devices, memory strategies, wait time for responses	Consider explicitly direct classroom routines (eg. homework system, turning in work, procedure for rotation in class), simplified texts, text to speech and speech to text, word prediction software, PCS, Health Plan, Safety Plan	Access to and progress in grade level curriculum via scaffolding, modifications, and specially designed instruction through vertically aligned TEKS and IEP goals.	Highly structured routines and procedures in all settings and environments, implement evidence-based strategies to promote generalization across activities and settings; environment is structured to promote use of communication and social responses.	Specialized routines and procedures in all settings and environments, targeted instruction, specialized curriculum, general curriculum (modified and/or accommodations)
What changes to the delivery of instruction need to be made?	Consider consistent procedures, visual supports (ie, graphic organizers, math chart, outlines), preferential seating, independent use of equipment for positioning/mobility, large print materials	Consider visual schedule, simplified vocabulary, adult support to operate equipment for positioning/mobility, PCS, Health Plan, Safety Plan	Delivery of curriculum needs to be significantly modified, significant supports in a smaller group/structured setting	Delivery of general, modified, or specialized curriculum using a variety of flexible grouping formats	Delivery of general, modified, or specialized curriculum using a variety of flexible grouping formats
What behavioral supports does the student need to successfully access the Gen Ed curriculum?	Uses behavioral accommodations independently (eg., behavior contract). Consider redirection, monitoring, reminders to stay on task, frequent breaks	Uses behavioral strategies from BIP with prompting (eg. Check in/check out) Consider instruction and student is able to implement some independently	Uses behavioral strategies from BIP with intensive instruction and implementation support.	Individualized behavior supports	The student's social emotional and behavior needs are such that the student requires a structured, highly specialized environment for implementation of the IEP and BIP
What service delivery model is needed to support access to the General Education curriculum?	Consultation or Collaborative In Class Support Consider 20 to 30 minutes of in class support 1 to 2 times per week	Collaborative In Class Support Consider 30 to 45 minutes of in class support 3 times per week	Collaborative In Class Support Consider 30 to 45 minutes of in class support 4 times per week	Special Education	Special Education
Role				Special Education	Special Education
<p>Gen Ed Teacher: Understands the strengths and weaknesses, and present levels of instruction of all students. Focuses on mastery of TEKS. Utilizes special education services in understanding the learning style and present levels strategies to implement in the general education classroom. Integrates SDI into the lesson planning process and considers SDI when creating learning activities, assignments, assessments and projects. Implements SDI as appropriate on an individualized basis as defined by the IEP, including frequency, duration, and location. See IEP for specific responsibilities</p> <p>Sp Ed Teacher: Utilizes high yield instructional strategies when instructing. Implements SDI with students receiving special education services as per their IEPs. Supports the general educator in understanding the details of the students IEP and the SDI they should receive during instruction. See IEP for specific responsibilities</p> <p>Paraprofessionals: may provide specially designed instruction to students receiving special education services when a certified special education teacher designs the specially designed instruction and the paraprofessional is under the supervision of the certified special education teacher.</p>					