

**Service Delivery Model
for
Students with Exceptionalities**

**Professional Learning Package:
Materials and Activities**

Fall 2011

***Please note that all handouts, articles and other
resources referenced in this package are available on
the enclosed data disc.***

Table of Contents

An Inclusive Philosophy and the Education System	
1.1 Placemat Activity	3
School Development Plan and Inclusion	
2.1 Reflective Activity	4
2.2 Graphic Resource	7
The Role of the School Principal	
3.1 Collaborative Planning Time: Administrator Brainstorm	8
3.2 Additional Resources	10
Differentiated Instruction	
4.1 Four Corners Articles	11
Teacher Partnerships	
5.1 Teacher Role Review	16
5.2 Black and White Thinking Demonstration	17
5.3 Jigsaw Activity: “Making Inclusion a Reality for Students with Severe Disabilities”	22
5.4 Co-Teaching Cards (Cards on rings)	23
5.5 Models of Co-Teaching Fishbone Activity	25
5.6 Components of Co-Teaching	27
The Service Delivery Model: An Introduction	
6.1 Service Delivery Model	33
6.2 Pre-referral Process	35
6.3 The Program Planning Team and Individual Education Plan Search and Sign	38
6.4 Partner Chat	41
6.5 General Teaching Practice versus Accommodation Activity	46
6.6 Modified Prescribed Courses: Modifying Up	48
6.7 Alternate Programs and Courses	59
6.8 Alternate Program: Frequency and Duration	63
6.9 Guidelines for Decision Making	65
6.10 Additional Resources	69

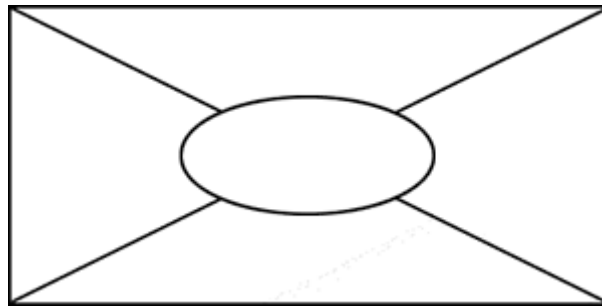
An Inclusive Philosophy and the Education System: 1.1 Placemat Activity

Timeframe: 20 to 30 minutes

Materials: Chart Paper
Markers

This activity is designed to allow for each individual's thinking, perspective and voice to be heard and recognized.

1. Break into small groups.
2. On a piece of chart paper, one member of each group will draw a central oval or box and divide the surrounding area into the number of sections which corresponds with the number of members in the small group. The sample shown is for a group with 4 members.



3. Each participant chooses an outer section in which to record his or her own ideas about inclusive education.
4. Participants share ideas with group members.
5. A nominated scribe uses the oval in the middle of the paper to note down the points common to all participants.
6. Each group reports the common points to the whole group.

School Development Plan and Inclusion

2.1 Reflective Activity

Timeframe: 30 minutes

Materials: “Components of Inclusive Schools” strips and organizer grid

Preparation: Photocopy “Components of Inclusive Schools” and organizer grid. Cut the components into individual statements. Ensure there are a minimum of 3 strips per small group.

1. Presenter gives a brief outline and explanation of the components of Inclusive Education.
2. Divide into small groups. Participants who are from the same school are encouraged to work together. It is recommended that the average group size be 4.
3. Distribute 3 statement strips and an organizer grid to each small group. Ensure each group has 3 different strips.
4. Small groups will discuss each component and use the organizer grid to record where their schools are presently. Participants who are from the same school may work together on column two. Participants who are the sole representatives from their school may reflect individually.
5. Once the question “How are we doing?” has been addressed, participants discuss with others at their table regarding “The Next Steps”. This is an opportunity to share information, ask other schools what strategies they have tried, and problem solve around challenging areas. It should help schools develop a plan for tackling areas.
6. Suggest to participants that this might be a valuable exercise to undertake with their full staff using all 12 components.

Components of Inclusive Schools

Handout for Activity 2.1

- An understanding of, and commitment to, inclusion
- A welcoming and respectful environment
- Strong administration/leadership team
- A focus on teaching all children
- Effective instructional strategies and ongoing assessment to meet student needs.
- Differentiated Instruction is implemented in classrooms
- Professional development for school personnel
- Common planning time for teachers
- Opportunities for collaboration and team building with all educators
- Resources and support systems in place
- Partnership with families, and outside agencies
- A commitment to continuous improvement and growth

Organizer Grid Handout for Activity 2.1

Component of Inclusive Schools	How are we doing?	What are the next steps?

School Development Plan and Inclusion

2.2 Graphic Resource

This graphic may be useful to illustrate the many connections between current educational initiatives. It attempts to show that none of these are “add-ons”, but all facets of the same vision.

An electronic copy is provided on your data disc. This image is meant only for presenter preview.



The Role of the School Principal

3.1 Collaborative Planning Time: Administrator Brainstorm

Timeframe: 30 to 45 minutes

Materials: Chart Paper
Markers

The biggest challenge to collaborative planning is the scheduling of regular, consistent time to plan.

Facilitate a brainstorming session among school administrators to obtain ideas on creating planning time. Depending on the size of the administrative group, this can be done as a whole group exercise or as small groups that report to the larger group.

1. Establish group size (whole group or small groups).
 2. Review with participants the rules of brainstorming:
 - Postpone and withhold your judgment of ideas
 - Encourage innovative ideas
 - Quantity counts at this stage, not quality
 - Build on the ideas put forward by others
 - Every person and every idea has equal worth
- (<http://www.brainstorming.co.uk/tutorials/brainstormingrules.html>)
3. Group(s) record ideas on chart paper.
 4. Small groups report their ideas back to the larger group and display their lists.
 5. Individual administrators review the brainstorm list(s) as it applies to their school and arrange ideas into three categories:
 - **Excellent.** Definitely will work and can be implemented immediately.
 - **Interesting.** Will possibly work or may require further analysis to decide if it will work. Needs more investigating. May work in the future.
 - **Useless.** Will not work.

(<http://www.brainstorming.co.uk/tutorials/runningabrainstormsession.html>)

Brainstorming Sort Handout for Activity 3.1

Excellent	Interesting	Useless

The Role of the School Principal

3.2 Additional Resources

McGregor, Gail and Salisbury, Christine (2005), **Principals of Inclusive Schools**

www.urbanschools.org/pdf/principals.inclusive.LETTER.pdf

Also available on the enclosed data disc

Kluth, Paula, **Is your School Inclusive?**

www.paulakluth.com/readings/inclusive-schooling/is-your-school-inclusive/

Also available on the enclosed data disc

Differentiated Instruction

4.1 Four Corners Articles

Timeframe: 40 minutes

Materials: Signs to post: **Novice, Apprentice, Practitioner, Expert**
Copies of articles for each level
Video (download)
Handout of Descriptors of four levels of administrators
and/or
Handout of Descriptors of four levels of teachers
KUD charts – one for each participant

Preparation: Post the signs in the four corners of the room.

Visit **Differentiation Central** at
<http://differentiationcentral.com/videos2.html#change>
to download the video with Carol Ann Tomlinson regarding
Differentiation and Principals

Section: *Leading the Change to Differentiation*

Title: *Suggestions for Principals on Implementing
Differentiated Instruction School-Wide*

Copy articles. (There are articles for administrators and teachers to equate to the four levels of DI expertise.)

Copy KUD charts – one per participant

Place copies of the leveled articles in appropriate corner along with multiple copies of the KUD chart.

- Presenter will provide the descriptors regarding the four levels of participants. (Use either the *Principal* set or the *Teacher* set as appropriate to the group.)
- Participants will select the corner whose title best matches their knowledge level regarding differentiated instruction.
- At each station participants will be provided the article pertaining to their knowledge level.
- Participants will read the article provided in their area, discuss the content and individually complete a KUD chart.

Listing of articles for Principals by level:

Novice:

Why Embrace the model of DI ASCD p. 13

Apprentice:

What are the non-negotiables of DI ASCD p. 22

Practitioner:

How does the principal develop a vision for DI ASCD p. 34-35

or

What are some issues involved in changing the status quo ASCD p. 53

Expert:

Staff Development for Differentiation Must be Made to Measure by Kelly Hedrick

www.montgomeryschoolsmd.org/schools/senecavalleyhs/staffdev/diff-made2measure.pdf

or

3 Steps Lead to Differentiation by Linda Bowgren and Kathryn Sever
www.solution-tree.com/Public/GetDoc.aspx?idx=137

Listing of articles for Teachers by level:

Novice:

What is Differentiated Instruction? Tomlinson

www.readingrockets.org/article/263?theme=print

Apprentice:

What is a “Differentiated Classroom”? ASCD Tomlinson

<http://school.familyeducation.com/teaching-methods/cognitive-development/38531.html>

Practitioner:

Differentiating Instruction: Meeting Students Where They Are by Jennipher Willoughby

www.glencoe.com/sec/teachingtoday/subject/di_meeting.phtml

Expert:

Busting Myths about Differentiated Instruction by Rick Wormeli

<http://teachingss.pbworks.com/f/BustingMythsaboutDI.pdf>

Handout of Descriptors for Knowledge Levels: *Principals*

Activity 4.1

Novice:

- *Is beginning to understand the rationale for differentiating instruction*
- *Has knowledge of several strategies*
- *Suggests that teachers might try some DI strategies*

Apprentice:

- *Recognizes the need for training and models: wants to know what DI “looks like”*
- *Articulates the philosophy of differentiated instruction to teachers and parents*
- *Establishes opportunities for staff sharing and other PL opportunities*

Practitioner:

- *Supports teachers in their exploration of differentiation through verbal encouragement and recognition, provision of time, and resources*
- *Conducts frequent classroom “walk throughs” to recognize and applaud teachers’ efforts and successes*
- *Is reflective regarding the academic, social and emotional needs of all students and accepts responsibility for their learning*
- *Is the holder and keeper of the school’s vision*

Expert:

- *Exhibits an unyielding belief that differentiation is necessary for all students*
- *Holds all teachers accountable for employing differentiation in their instruction and assessment practices*
- *Is seen as an instructional leader for the school*

Handout of Descriptors for Knowledge Levels: *Teachers*

Activity 4.1

Novice:

- Beginning to understand the rationale for differentiating instruction
- Has knowledge of several strategies
- Often considers class as a single group

Apprentice:

- Recognizes the need for training and models: wants to know what DI “looks like”
- Comfortable using low prep strategies
- Uses a variety of assessment strategies
- Has classroom routines in place
- Encourages student collaboration but students are doing the same task

Practitioner:

- Combines techniques to differentiation according to student need (readiness, interest and learning profile within a single task)
- Uses assessment to differentiate curriculum and instruction
- Uses flexible grouping as the model for teaching and learning
- Develops differentiated lessons and unit plans on a regular basis

Expert:

- Establishes a partnership with the learner in the teaching and learning process
- Works collaboratively with a variety of other staff (subject, IRT, LRT, etc.) in order to differentiate instruction.
- Sees no other way to teach other than to respond to the learners' needs

Differentiated Instruction Handout

Activity 4.1

KNOW, UNDERSTAND, DO (KUD) CHART

As a result of your reading, discuss with others at your centre and make notes about the following:

KNOW	UNDERSTAND	BE ABLE TO DO
Identify vocabulary and facts	Identify generalizations, concepts and principles	Skills - including thinking, 21 st century learning, social, and production skills

What am I going to prioritize as a goal for my classroom or school?

Teacher Partnerships:

5.1 Teacher Role Review

Timeframe: 30 minutes

Materials: *The Roles of Instructional Resource and Classroom/Subject Teachers in Inclusive Schools* (Appendix B, pp. 34-36)

1. Break into small groups
2. Have groups review the section on Teacher Roles
3. Participants discuss the delineation of roles.
4. Participants respond to the prompt: ***I used to, now I....***
5. Encourage participants to consider the three types of teacher partnerships (collaboration, co-teaching, and pull-out instruction) in their reflection.
6. Small groups may report back if situation and time permits.

5.2 Black and White Thinking Demonstration

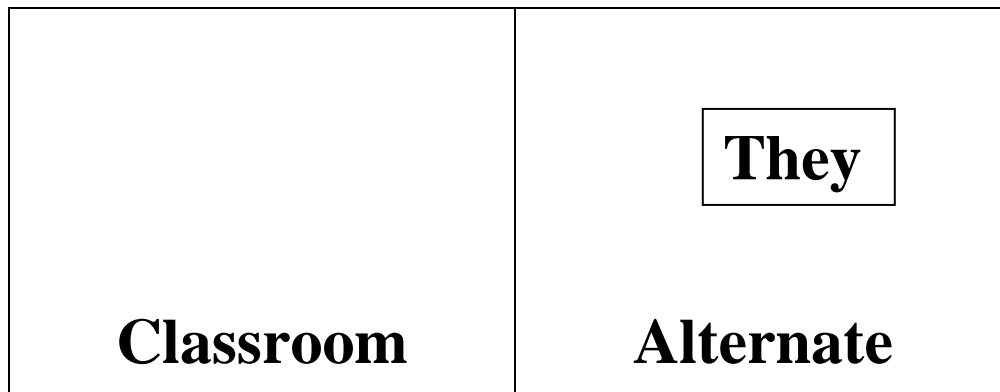
Time frame: 15 minutes

Materials: Black and white magnetic board (instructions below)
or
Animated PowerPoint slide

Preparation: Make the magnetic board
or
Retrieve animated PowerPoint slide

This activity is used to introduce the topic of placement for students receiving alternate programs, courses, or curriculum or for students receiving instruction around accommodations. It requires a “Black and White Board” or animated PowerPoint slide. The instructions for making the board follow the activity outline.

1. The presenter starts the activity by recognizing that historically most students receiving programming alternate to the prescribed curriculum received that programming in an alternate setting. The facilitator places the magnet “They” in the white “Alternate” half of the board.



2. The presenter then cautions about treating students on alternate programming as a group when making placement decisions. While historically this may have been the practice, it is not an inclusive practice. As educators hear about the concept of inclusion, there may be a temptation to simply move all student instruction to the classroom. This would be in contrast to provincial policy. The facilitator places the magnet “They” in the black “Classroom” half of the board.

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> They </div>	
Classroom	Alternate

3. The presenter notes that decisions about student placement are made on an individual student, outcome by outcome, basis and not as a group. The presenter removes the “They” magnet from the board and replaces it with the grey “Individual” magnet.

Individual	
Classroom	Alternate

4. The presenter notes that a key component of an inclusive philosophy is that all students are considered members of a school community. Problem solving regarding placement for students begins with a mindset that all students are members of that community and classroom setting. It would be inappropriate to begin problem solving under the assumption that students requiring alternate programming are not members of the classroom community.

The problem solving steps that occur during decision making include:

- Can the student’s individual outcomes be meaningfully addressed in the classroom setting with their peers? This would involve assessing whether the classroom outcomes or activities are related to the student’s individualized programming. If not, can changes be made to accommodate the alternate outcomes?

- Can the classroom environment and the teaching support individualized instruction? This would involve assessing whether instructional and assessment techniques that support diverse learners, such as differentiated instruction, are being effectively implemented. In addition, it would involve consideration of whether the placement supports the student's self-esteem and social needs. If not, can changes be made?
- What role can accommodations play in supporting learning in the general classroom?
- Are the personnel assigned to the classroom sufficient? And if not, can it be adjusted?

Through the decision making process it may be determined that an outcome or outcomes designed for an individual cannot be optimally met in the classroom setting. In this case, pull-out instruction is required. Pull-out instruction refers to the implementation of individualized programming for alternate programs, courses, and curriculum outside of the classroom setting. When a decision is made to offer instruction outside the classroom, that decision is monitored and reviewed on a regular basis.

It is recommended that the activity related to the article *Making Inclusion a Reality for Students with Severe Disabilities* by Wolfe and Hall (Activity 5.3) follow the Black and White Activity.

Directions for Making the “Black and White Board”

Materials:

- Magnetic Board (suggest 2 feet by 3 feet or larger)
- Magnetic Tape
- Black Bristol Board
- White Bristol Board
- Grey Bristol Board
- Glue
- Scissors

Directions:

Make the base of the board as follows:

1. Orient the board as landscape.
2. Cover the left half of the magnetic board in black bristol board and the right half in white bristol board.
3. Cut the letters for the word “Classroom” from white bristol board and the word “Alternate” from black bristol board. Letters should be approximately 3 inches in height.
4. Glue the word “Classroom” to the bottom left of the magnetic board and the word “Alternate” to the bottom right of the magnetic board.

Make magnets for the board as follows:

1. Cut a strip from the grey bristol board 6 inches deep and the length of the longest side of the magnetic board. Cut the letters for the word “Individual” from black bristol board. Letters should be approximately three inches in height. Glue the letters to the grey strip. Attach magnetic tape to the back.
2. Cut a 6 inch by 10 inch rectangle from white bristol board. Cut the letters for the word “They” from black Bristol board. Letters should be approximately 3 inches in height. Glue letters to the white bristol board rectangle. Attach magnetic tape to the back.

See illustrations for the base of the board and magnets on the following page.

Base of the board:

<p>(black background)</p> <p>Classroom (white letters)</p>	<p>(white background)</p> <p>Alternate (black letters)</p>
---	---

Magnets for the board:

<p>(grey background)</p> <p>Individual (black letters)</p>

<p>(white background)</p> <p>They (black letters)</p>
--

Role of Teachers

5.3 Jigsaw Activity: “Making Inclusion a Reality for Students with Severe Disabilities”

Time Frame: 40 minutes

Materials: Copies of “Making Inclusion a Reality” – one per participant
The article is available online:
www.sbac.edu/~werned/DATA/RESEARCH/journals/Teaching%20Exceptional%20Children%20JOURNAL/inclusion%20and%20severe%20dis.pdf.

Placemat reproduced on ledger sized (11 x 17 inches) paper - one per small group

1. Divide participants into groups of 4.
2. Participants individually read the article “Making Inclusion a Reality for Students with Severe Disabilities” by Wolfe and Hall.
3. Participants identify the key components involved or considered in successfully planning for the inclusion of students with severe disabilities.
4. Participants use the “placemat” strategy to share ideas. Individuals list four items considered in successful planning in their assigned space on the placemat.
5. Individuals then share with their small group. The group will reach consensus regarding the most important component and write it in the center of the placemat.
6. Small groups will share their choice and rationale with the larger group.
7. Large group discussion is welcome.

Role of Teachers

5.4 Co-Teaching Cards (Cards on rings)

Time Frame: 45 minutes to 1 hour for Option 1
20 minutes for Option 2

Option 1:

Materials:

Per person:

6 index cards (4x6)
1 binding ring
12 square stickers
44 multi-coloured circle stickers
(commercially available at Wal-Mart or office supply stores)

For the group:

Single hole punches

PowerPoint slides of Co-Teaching models
Template of completed cards for reference

Option 2:

Materials:

Per person:

1 set of colour prepared cards printed back to back on card stock
1 binding ring

PowerPoint slides of Co-Teaching models

Preparation: Print information back to back on card stock, cut, laminate (optional), hole punch and assemble a set of note cards dealing with the 6 models of co-teaching – one per participant

1. Presenter will work through PPT slides of the 6 co-teaching models.

For Option 1:

Have teachers recreate the graphics on 4 x 6 index cards using circles (students) and square (teachers) stickers. On the reverse of the card, have teachers draw a T chart and label the two columns *Notes* and *Applications*. The teachers can complete their chart based on the information provided by the presenter or in discussion with the group. Presenter can reference the information from the template provided on the data disc. Teachers will single hole punch their cards in the corners and assemble them on a binding ring.

Encourage teachers to use a variety of colours of stickers to represent students in order to reinforce the heterogeneity of the community.

For Option 2:

Participants will follow the presentation with reference to their provided cards, making notes as necessary.

2. Participants are encouraged to take their cards as a ready reference regarding the models and uses of co-teaching.

Roles of Teachers: Co-Teaching

5.5 Models of Co-Teaching Fishbone Activity

Time frame: 30 minutes

Materials:

copies of article:

Basis for Selecting a Co-Teaching Approach

by Marilyn Friend and/or Lynne Cook - one per participant

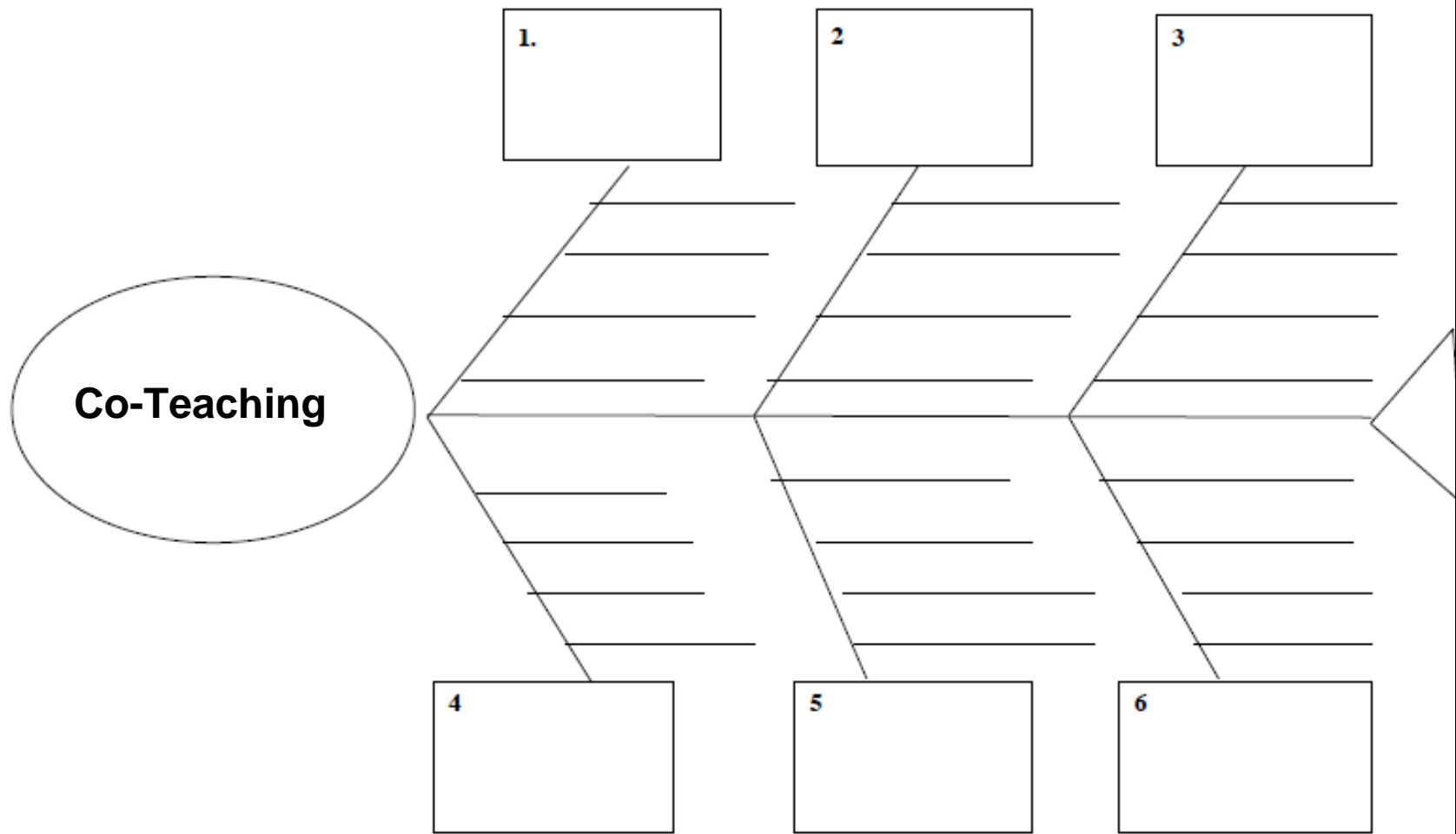
Fishbone Graphic Organizer reproduced on ledger sized
(11 x 17 inch) paper – one per small group

Post It notes (3 x 3 inches) in 6 colours – one colour per expert group

1. Teachers are divided into 6 member home teams groups.
2. One person from each group moves to one of the six centres.
3. Each centre is assigned one co-teaching model from the article.
4. Groups read the assigned section of the article and discuss the content.
5. Each group member records, on Post It notes, their group's consensus of 2 potential benefits and 2 potential limitations of their model
6. Teachers return to home teams.
7. On the graphic organizer, write the names of the 6 models in the numbered boxes.
8. Each person reports on their assigned model and places the corresponding Post It notes on the corresponding area of the Fishbone graphic organizer.

This works well when 6 colours of Post It notes are used – one colour for each model group to correspond with each of the models. The completed graphic could be taken back to the schools as a quick visual reference of the co-teaching models.

Fishbone



Teacher Roles

5.6 Components of Co-Teaching

Time Frame: 45 minutes to 1 hour

Materials:

Copies of the article:

Understanding Co-Teaching Components

by Susan E. Gately and Frank J. Gately

Gately Matrix Chart - one per pair

This activity may be suitable for use at school level where teachers are considering or where administration has determined that co-teaching partnerships may be appropriate for addressing student need. This activity would be a vehicle for beginning consideration of the partnership or for review after initial implementation.

Included are rating scales for classroom teachers and special education teachers (IRTs) as well as a matrix chart for recording current and follow-up evaluation of the various components.

1. Read the article individually.
2. With your teaching partner, consider each of the 8 components and evaluate your current stage (beginning, compromise, or collaborative) for each.
3. Decide where your future efforts should be directed.
4. Rating Scales for Special Education Teacher and Classroom Teacher are provided as part of this article. They may be useful to take away for consideration as the co-teaching relationship develops.

Understanding Co-Teaching Components (Gately matrix chart) for
Activity 5.6

Date:	CURRENT STAGE Beginning / Compromising / Collaborative	STRENGTHS	AREAS OF CHALLENGE
Interpersonal Communication			
Physical Arrangement			
Familiarity with Curriculum			
Curriculum Goals and Modifications			
Instructional Planning			
Instructional Presentation			
Classroom Management			
Assessment			

The Coteaching Rating Scale

Special Education Teacher Format			
<i>Respond to each question below by circling the number that best describes your viewpoint:</i>			
	1: Rarely	2: Sometimes	3: Usually
1. I can easily read the nonverbal cues of my co-teaching partner.	1	2	3
2. I feel comfortable moving freely about the space in the co-taught classroom.	1	2	3
3. I understand the curriculum standards with respect to the content area in the co-taught classroom.	1	2	3
4. Both teachers in the co-taught classroom agree on the goals of the classroom.	1	2	3
5. Planning can be spontaneous, with changes occurring during the instructional lesson.	1	2	3
6. I often present lessons in the co-taught class.	1	2	3
7. Classroom rules and routines have been jointly developed.	1	2	3
8. Many measures are used for grading students.	1	2	3
9. Humor is often used in the classroom.	1	2	3
10. All materials are shared in the classroom.	1	2	3
11. I am familiar with the methods and materials with respect to this content area.	1	2	3

12. Modifications of goals for students with special needs are incorporated into this class.	1	2	3
13. Planning for classes is the shared responsibility of both teachers.	1	2	3
14. The “chalk” passes freely between the two teachers.	1	2	3
15. A variety of classroom management techniques is used to enhance learning of all students.	1	2	3
16. Test modifications are commonplace.	1	2	3
17. Communication is open and honest.	1	2	3
18. There is fluid positioning of teachers in the classroom.	1	2	3
19. I feel confident in my knowledge of the curriculum content.	1	2	3
20. Student-centered objectives are incorporated into the curriculum.	1	2	3
21. Time is allotted (or found) for common planning.	1	2	3
22. Students accept both teachers as equal partners in the learning process.	1	2	3
23. Behavior management is the shared responsibility of both teachers.	1	2	3

The Coteaching Rating Scale

General Education Teacher Format			
<i>Respond to each question below by circling the number that best describes your viewpoint:</i>			
	1: Rarely	2: Sometimes	3: Usually
1. I can easily read the nonverbal cues of my coteaching partner.	1	2	3
2. Both teachers move freely about the space in the cotaught classroom.	1	2	3
3. My coteacher understands the curriculum standards with respect to the content area in the cotaught classroom.	1	2	3
4. Both teachers in the cotaught classroom agree on the goals of the classroom.	1	2	3
5. Planning can be spontaneous, with changes occurring during the instructional lesson.	1	2	3
6. My coteaching partner often presents lessons in the cotaught class.	1	2	3
7. Classroom rules and routines have been jointly developed.	1	2	3
8. Many measures are used for grading students.	1	2	3
9. Humor is often used in the classroom.	1	2	3
10. All materials are shared in the classroom.	1	2	3
11. The special education teacher is familiar with the methods and materials with respect to this content area.	1	2	3

12. Modifications of goals for students with special needs are incorporated into this class.	1	2	3
13. Planning for classes is the shared responsibility of both teachers.	1	2	3
14. The “chalk” passes freely between the two teachers.	1	2	3
15. A variety of classroom management techniques is used to enhance learning of all students.	1	2	3
16. Test modifications are commonplace.	1	2	3
17. Communication is open and honest.	1	2	3
18. There is fluid positioning of teachers in the classroom.	1	2	3
19. I am confident of the special education teacher’s knowledge of the curriculum content.	1	2	3
20. Student-centered objectives are incorporated into the curriculum.	1	2	3
21. Time is allotted (or found) for common planning.	1	2	3
22. Students accept both teachers as equal partners in the learning process.	1	2	3
23. Behavior management is the shared responsibility of both teachers.	1	2	3
24. Goals and objectives in IEPs are considered as part of the grading for students with special needs.	1	2	3

The Service Delivery Model: An Introduction

6.1 Service Delivery Model

This activity is intended for use after the presenter has given an overview of the service delivery model.

Time Frame: 30 minutes

Materials: *Service Delivery Model* Graphic without text – one per group and one large version on chart paper
Markers
Pathways Triangle PowerPoint slide*

Optional Materials:

Service Delivery Model diamond graphic without text PowerPoint slide*
Service Delivery Model diamond graphic with text PowerPoint slide*

(* Participants will not require hard copies of these slides.)

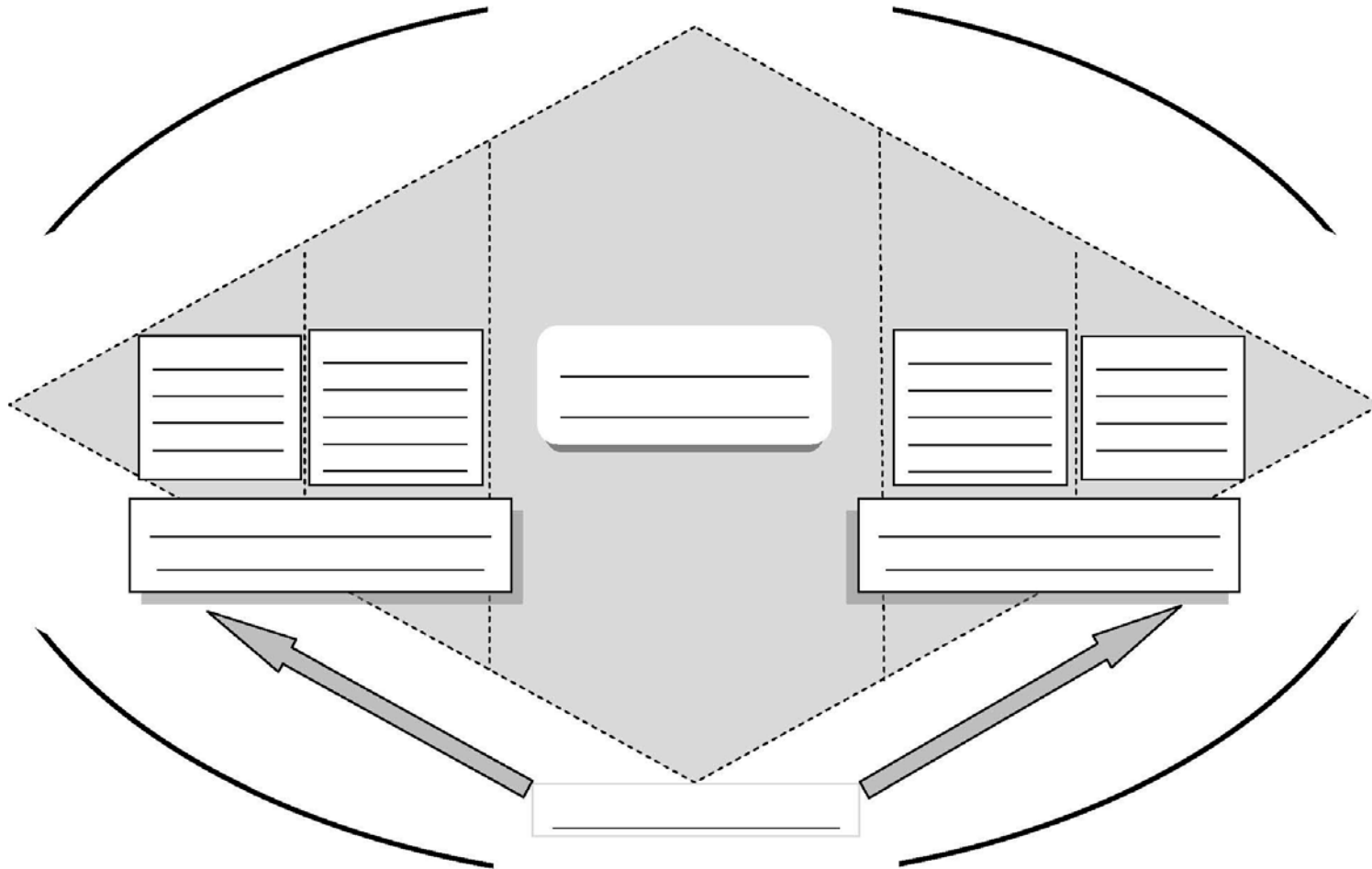
1. Divide participants into several small groups.
2. Provide each group with a Service Delivery Model Graphic and markers.
3. Display Pathways triangle graphic if necessary.
4. Each group will be asked to fill in the template and discuss the similarities and differences between the service delivery model and pathways.
5. Each small group takes turns reporting to larger group one item at a time until all points are covered.
6. Presenter will have a larger blank template in front for reporters to use to explain their point and fill in.
7. Presenter will have a list of answers to facilitate discussion.

Answers:

- The numbers are gone. Services are no longer prioritized strictly on a numerical basis; priority is afforded on the basis of individual need.
- Programming options still include accommodations, modified prescribed courses, alternate programs, courses and curriculum.
- Accommodations are offered throughout all programming options.
- The diamond more accurately reflects programming on both ends of the spectrum.
- The importance of collaboration is emphasized on the Service Delivery diagram by the circle surrounding it.
- The dotted lines represent the fluidity of the model. There is not necessarily a linear progression from one programming option to another.

Service Delivery Model Graphic
Activity 6.1

Service Delivery Model



The Service Delivery Model: An Introduction

6.2 Pre-referral Process

Time Frame:

Materials:

Copies of case studies – one per participant
Pre-Referral Intervention Manual (McCarney) - multiple copies if possible
Gifted and Talented Handbook (Department of Education) - multiple copies if possible

Preparation:

Choose the case studies best suited to the level(s) taught by the participants. It is advantageous to limit the number of different case studies used in one session in order to better accommodate the reporting back process.

1. Divide participants into small groups according to the levels taught (primary, elementary, intermediate, or high school).
2. Provide each small group with a corresponding case study. Each member of a small group will have the same case study.
3. Individually read the case study and discuss with small group.
4. Using the *Pre-referral Intervention Manual* (McCarney) and the *Gifted and Talented Handbook* (Dept. of Education), brainstorm strategies that would meet the students' needs as outlined in the case study. If multiple copies of these documents are not available, participants may brainstorm from personal background and experience.
5. Each small group will report back to the large group on their case studies and suggestions.

Case Studies for Activity 6.2

Case Study #1 - Elementary student

Sarah is a grade 4 student at Sycamore Academy. She is struggling with the grade 4 math curriculum. At the primary level Sarah was able to meet curriculum outcomes but had difficulty grasping basic number concepts and early multiplication facts. Sarah's primary grade teachers utilized DI strategies to help address her difficulties and she received a great deal of support at home.

With the increased complexity of the grade 4 math curriculum, Sarah has become discouraged and frequently verbalizes her dislike of math.

What might the teacher do to address Sarah's difficulties?

Case Study #2 – Any grade

Mark is a student in your school. Over the summer holidays he was in an accident and received a head injury. He has recovered but he appears to be having difficulties with his short-term memory. He often asks the same question repeatedly, has trouble recalling material covered in class and has difficulty remembering the names of new classmates and teachers. His parents have noticed similar issues at home.

What might you do to address Mark's difficulties?

Case Study #3 – Elementary student

Joan is a grade 5 student. You have noted that she is bright, but appears to have difficulty with reading comprehension. Joan experiences great difficulty if asked to read and answer questions on new material. When topics are discussed in class, she retains the information and is able to put answers on paper.

What might you do to address Joan's difficulties?

Case Study #4 – Junior high student

Todd is a grade 7 student. Previous teachers have noted that he is a pleasant boy; of average ability. As a teaching strategy, you often assign work for students to complete independently, expecting them to read new material and answer questions prior to the classroom lesson. Todd usually comes to these classes unprepared. He is however quick to catch on during class discussion.

What might you do to address Todd's difficulties?

Case Study #5 – Primary student

Melody is a grade 2 student. She is cheerful and friendly and eager to please her classmates and teachers. Melody's literacy skills are at the emergent stage - she cannot recall letter names and does not appear to have any sight vocabulary. During both individual and group instruction, Melody frequently interrupts to ask unrelated questions. When interacting with peers, Melody constantly changes topics and often leaves an activity or game while others continue to play.

What might you do to address Melody's needs?

Case Study #6 – Grade 10 student

John is a grade 10 student. He is very smart and works hard. He is enrolled in a very challenging program of study. His file describes a student with high average or above average ability, who works extremely hard to attain high marks. John has often been described as a perfectionist. Exams are approaching and John has become more and more anxious. Privately, he has confided that he has trouble sleeping and keeping food down as a result of his anxiety. He feels less anxious when he can work in the library or home in his bedroom than he does in class.

You are obviously concerned. What can you do to help John?

Case Study #7 – Any Grade

Erin is amazing at sketching. She has won several competitions including the Royal Canadian Legion Remembrance Day Poster contest, the UNICEF Christmas Card Design, and the Newfoundland and Labrador Arts and Letters Competition.

What can you do to address Erin's needs?

The Service Delivery Model: An Introduction

6.3 The Program Planning Team and Individual Education Plan Search and Sign

Time Frame: 30 minutes

Materials: 1 search and sign sheet for each participant
Music and player with speakers

Preparation: Duplicate the sheets so that each participant has one. Note that there are 2 versions so a combination of both should be distributed to ensure that all questions are addressed.

Choose music to accompany the activity.

1. Each participant will circulate throughout the room and discuss the questions with others.
2. When a participant answers a question for another, he or she will initial the square on the partner's card.
3. Participants may not sign their own card.
4. Participants may sign another's card only once.
5. The activity ends when the music stops or when someone has completed his or her card.
6. Answers will be shared with the large group.
7. Optional: Provide prizes for the first 3 completed!

Activity 6.3
Card #1

Service Delivery Model Search and Sign		
When is a program planning team necessary?	What is the purpose of a program planning team?	Who are the possible members of a program planning team?
What should one bring to a program planning team meeting?	What is the parents' role in the program planning process?	How often should a program planning team meet?
How is the IEP utilized for daily programming?	Who signs the IEP?	Where will the IEP be kept?

Activity 6.3
Card #2

Service Delivery Model Search and Sign		
Who is responsible for calling a Program Planning Team meeting?	What is the program planning team's role if the student's program consists of prescribed curriculum with accommodations?	How is the IEP utilized for daily programming?
What is an IEP?	What role do parents play in IEP decision making?	What are the components of an IEP?
Who decides what the student's program will entail?	Who develops the various components of the IEP?	When will the IEP be signed?

The Service Delivery Model: An Introduction

6.4 Partner Chat

Time Frame: 40 minutes

Materials: Sample Record of Accommodations – 1 copy per pair of teachers

Jane Doe is a high-functioning student in Grade 7 with a learning disability related to reading and written output. Her record of accommodations is provided including outcomes related to the accommodation of assistive technology (Kurzweil). There is no Kurzweil compatible scanner in her classroom. She must access the scanner in the school office. Her subject teacher has a general working knowledge of Kurzweil.

Participants review the attached Record of Accommodations and discuss the following with a partner:

- Why do you think the program planning team chose the instructional settings it did? Do you agree or disagree with their choices?
- What is the responsibility of the classroom teacher with respect to the assistive technology used by students in his or her class?
- What planning needs to occur between classroom teachers and the instructional resource teacher to ensure that these outcomes are successfully met?
- If this was designed for a student with a cognitive disorder and ADHD, how would the frequency, duration, setting, personnel and outcomes involved be impacted?
- Beyond the scope of this case study, are there instances where instruction around an accommodation may **not** involve:
 - a classroom teacher?
 - the IR Teacher?
 - either the classroom or IR Teacher? Who would be involved in such a case?

6.5 Sample Record of Accommodations

Student Name: Jane Doe	Date of Birth: Nov. 22, 1998
Parent(s)/Guardian(s): John & Mary Doe	Grade: 7
Address: 123 Main Street	Phone Number: 555-5555
School Name and #: Anytown Junior High 270	School Year: 2012-13
Contact Teacher: Fred Jones	

Accommodation I - Required for Instruction E – Required for Evaluation	Specify whether required for instruction and/or evaluation I E		List the subject/course or alternate program, course or curriculum	Instruction required around accommodation? (Detail on p. 3) Yes No	
Alternate format materials (specify formats): <input type="checkbox"/> E-text <input type="checkbox"/> MP3 <input type="checkbox"/> DAISY <input type="checkbox"/> Braille <input checked="" type="checkbox"/> Kurzweil <input type="checkbox"/> large print <input type="checkbox"/> closed captions <input type="checkbox"/> other:	I	E	All subject areas and alternate programs		No
Assistive technology (specify type): <input checked="" type="checkbox"/> word processor <input checked="" type="checkbox"/> text to voice software <input type="checkbox"/> DAISY readers <input checked="" type="checkbox"/> voice to text software <input type="checkbox"/> Braille <input type="checkbox"/> calculator <input type="checkbox"/> audio recording device <input type="checkbox"/> communication aid _____ <input type="checkbox"/> organizational aid _____ <input type="checkbox"/> touch screen <input type="checkbox"/> switches <input type="checkbox"/> other:	I	E	All subject areas and alternate programs	Yes	
Adaptive aids: <input type="checkbox"/> slant board <input type="checkbox"/> foot stool <input type="checkbox"/> pencil grip <input type="checkbox"/> fidget tool <input type="checkbox"/> noise reduction materials <input type="checkbox"/> other:					
Extended time		E	All subject areas and alternate programs		No
Copies of notes	I		All subject areas and alternate programs		No
Reading of print materials by teacher	I	E	All subject areas and alternate programs		No

Alternate setting					
Supervised breaks					
Scribing	I	E	All subject areas and alternate programs		No
Clarification of instructions					
Transcribing					
Independent study					
Curriculum compacting					
Other (specify):					

Note: Program planning teams are responsible for referring to the *Department of Education Public Exam Accommodations/Adaptations Policy* regarding the details of these accommodations.
www.gov.nl.ca/edu/k12/studentsupportservices/publications/accommodationpolicy.pdf

Parent/Guardian Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Note: Please complete page 3 for each accommodation requiring instruction.

Please duplicate this page as necessary.

Please complete the following section for each accommodation **requiring an instructional component**.

Accommodation: Assistive Technology			
Instruction required: Kurzweil 3000 Software Program			
Duration and Frequency: 8 weeks - twice a week for 30 minutes during Language Arts time			
Plan for Offering Instruction: Classroom and IR Teacher will work together in providing this instruction. A couple of introductory sessions will occur in an alternate setting but the majority of instruction will happen in the classroom.			
Outcome	Personnel responsible	Setting	Date achieved
Scan or import a document	Classroom and/or IR Teachers	School office	
Find word definitions	Classroom and/or IR Teachers	Classroom	
Find synonyms	Classroom and/or IR Teachers	Classroom	
Highlight text	Classroom and/or IR Teachers	Classroom	
Extract highlights	Classroom and/or IR Teachers	Classroom	
Print text and/or highlights	Classroom and/or IR Teachers	Classroom	
Hear a document read aloud <ul style="list-style-type: none"> • See and hear syllables • Hear words and sentences • Hear a word spelled 	Classroom and/or IR Teachers	Classroom	
Type or drag and drop text notes	Classroom and/or IR Teachers	Classroom	
Read text notes	Classroom and/or IR Teachers	Classroom	
Extract text notes to a file	Classroom and/or IR Teachers	Classroom	
Set bookmarks to flag important text	Classroom and/or IR Teachers	Classroom	
Use voice recognition program to write documents and e-mails	IR Teacher	Alternate quiet setting to allow for initial voice training	

	Classroom and/or IR Teachers	Classroom for ongoing use and support	
Use word prediction	Classroom and/or IR Teachers	Classroom	
Read and download web pages	Classroom and/or IR Teachers	Classroom	

Please attach to Record of Accommodations form.

The Service Delivery Model: An Introduction

6.5 General Teaching Practice versus Accommodation Activity

Time Frame: 30 to 40 minutes

Materials: One deck of cards for each small group

Preparation: Create decks of cards by placing the statements listed below on individual cards (index cards work well)
Shuffle the deck

1. Divide participants into small groups.
2. Give each group a deck of cards.
3. Participants sort the deck into two piles – general teaching practices and accommodations.
4. Once the decks are sorted the participants identify the differences between general teaching practices and accommodations.
5. Small groups share with the large group.

This chart will serve as an answer key.

General Teaching Practice	Accommodation
A classroom teacher sets up a listening center in the classroom where books on DVD may be heard by any student.	A classroom teacher provides audio books of required resources to a student with vision impairment and collaborates with an IRT to instruct the student on how to access those audio books.
A classroom teacher takes his class to the computer lab to use Microsoft Word to write up an assignment.	A classroom teacher provides Kurzweil software to a student with a learning disability and collaborates with an IRT to instruct the student on how to use that software.
A classroom teacher rewards students with inexpensive and colorful pencil grips.	A classroom teacher ensures a pencil grip prescribed by an occupational therapist is used by a student diagnosed with a fine motor deficit.
A classroom teacher notices many students in the class are not finishing a test in the timeframe he predicted. He provides an additional 15 minutes for students to finish-up their work.	A classroom teacher consistently provides a student diagnosed with ADHD an additional half hour beyond what is provided to the rest of the class to complete a test.

<p>A classroom teacher posts his Power Point on-line for students to access.</p> <p>During the shared reading of an essay a student loses her place. To orient her, the classroom teacher points to the place she is to read and says the first few words.</p> <p>A classroom teacher divides her class into groups to work on a project. Groups work in various supervised school locations.</p> <p>A classroom teacher has his class get out of their desks, stretch, and walk about the room as a break from a long period of sitting.</p>	<p>A classroom teacher ensures that one student in his class always takes notes on NCR (non-carbon copy) paper and provides the copy to a student diagnosed with a written output disorder.</p> <p>A classroom teacher reads exam questions to a student with a learning disability.</p> <p>A classroom teacher consistently arranges a quiet room during tests for a student diagnosed with ADD.</p> <p>An IR teacher periodically removes a student diagnosed with autism from class to walk about the building or run on the playground. The breaks are a scheduled part of the student's day.</p>
---	---

The Service Delivery Model: An Introduction

6.6 Modified Prescribed Courses: Modifying Up

Time Frame: 30 minutes

Materials: Student information handout (elementary or high school examples as best suits the group)
Selected sections from Curriculum Outcomes template for Mathematics Grade 4 and/or Science 1206

1. Divide the participants into groups of 3.
2. Give each group the student description and the curriculum outcome template.
3. Groups are to read the information about the student and then indicate by ticking the appropriate column (R, D, C, A) for each outcome based on the information provided.
4. Groups may choose to make notes in the largest blank column regarding any other questions they may have. For example, there may be some outcomes for which they would like to gather further information.
5. Groups will then pair with a second group in order to develop possible extensions to outcomes or addition of outcomes for this student. Recognize that this may be a little forced since we do not know this student well.

Student Information Handout - Elementary

Michelle is a 9 year old student in Grade 4. She has been identified as gifted and talented in Mathematics. This student spent a year in France while her parents were on sabbatical. She is comfortable using a 24 hour clock and her parents report she was able to coordinate the family's travel using the train timetables from several countries. She converts easily from Euros to pounds sterling and /or to Canadian dollars with no obstacles in dealing with decimal parts of currency in multiplication and division. She explained to the class about the importance of the Prime Meridian in social studies class as it relates to latitude, longitude, and the reference to ante and post meridian (a.m. and p.m.).

Since returning to Newfoundland and Labrador, Michelle has been involved in several national math competitions and visited Grenfell College's Saturday offerings for mathematics. In her sessions at Grenfell, she has done extensive work with origami and tessellation including reflection, multiple lines of symmetry, and rotation in two dimensions. She has demonstrated in competition her facility with comparison, ordering, adding, subtracting and multiplying fractions. She can easily translate from improper fractions to mixed numerals in lowest terms.

She has a strong work ethic, home support and growing independence. Her reading level is several years above grade level. Her interests include ancient civilizations, world geography, horses and number puzzles.

Selected Grade 4 Math Outcomes for Modifying Up Activity

Student: Michelle Sample

Course: Mathematics Grade 4

R - retain, D - delete, C - changed, A - added

Strand: Number	General Outcome: Develop number sense	R	D	C	A	Changed Outcome/achievement indicator
Specific Outcomes <i>It is expected that students will:</i>	Achievement Indicators <i>The following sets of indicators determine whether students have met the corresponding specific outcome. Other indicators may be added according to teacher preference.</i>					
N6 Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by: • using personal strategies for multiplication with and without concrete materials • using arrays to represent multiplication • connecting concrete representations to symbolic representations • estimating products • applying the distributive property. [C, CN, ME, PS, R, V]	N6.1 Model a given multiplication problem, using the distributive property; e.g., $8 \times 365 = (8 \times 300) + (8 \times 60) + (8 \times 5)$. N6.2 Use concrete materials, such as base ten blocks or their pictorial representations, to represent multiplication; and record the process symbolically. N6.3 Create and solve a multiplication problem that is limited to 2- or 3-digits by 1-digit. N6.4 Refine personal strategies to increase their efficiency. N6.5 Estimate a product, using a personal strategy; e.g., 2×243 is close to or a little more than 2×200 , or close to or a little less than 2×250 . N6.6 Model and solve a given multiplication problem, using an array, and record the process. N6.7 Solve a given multiplication problem, and record the process.					
N7. Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by: • using personal strategies for dividing with and without	(It is not intended that remainders be expressed as decimals or fractions.) N7.1 Solve a given division problem without a remainder, using arrays or base ten materials, and connect this process to the symbolic representation. N7.2 Solve a given division problem with a remainder, using arrays or base ten materials, and connect this process to					

<p>concrete materials</p> <ul style="list-style-type: none"> • estimating quotients • relating division to multiplication. <p>[C, CN, ME, PS, R, V]</p>	<p>the symbolic representation.</p> <p>N7.3 Solve a given division problem, using a personal strategy, and record the process.</p> <p>N7.4 Refine personal strategies to increase their efficiency.</p> <p>N7.5 Create and solve a division problem involving a 1- or 2-digit dividend, and record the process.</p> <p>N7.6 Estimate a quotient, using a personal strategy; e.g., $86 \div 4$ is close to $80 \div 4$ or close to $80 \div 5$.</p> <p>N7.7 Solve a given division problem by relating division to multiplication; e.g., for $100 \div 4$, we know that $4 \times 25 = 100$, so $100 \div 4 = 25$</p>					
<p>N 11.Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by:</p> <ul style="list-style-type: none"> • using compatible numbers • estimating sums and differences • using mental mathematics strategies to solve problems. <p>[C, ME, PS, R, V]</p>	<p>N11.1 Predict sums and differences of decimals, using estimation strategies.</p> <p>N11.2 Refine personal strategies to increase their efficiency.</p> <p>N11.3 Solve problems, including money problems, which involve addition and subtraction of decimals, limited to hundredths.</p> <p>N11.4 Determine the approximate solution of a given problem not requiring an exact answer.</p> <p>N11.5 Estimate a sum or difference using compatible numbers.</p> <p>N11.6 Count back change for a given purchase.</p>					
<p>Strand: Shape and Space (Measurement)</p>	<p>General Outcome: Use direct and indirect measurement to solve problems.</p>					
<p>SS1.Read and record time, using digital and analog clocks, including 24-hour clocks. [C, CN, V]</p>	<p>SS1.1 State the number of hours in a day.</p> <p>SS1.2 Express the time orally and in writing from a 12-hour analog clock.</p> <p>SS1.3 Express the time orally and in writing from a 24-hour analog clock.</p> <p>SS1.4 Express the time orally and in writing from a 12-hour digital clock.</p> <p>SS1.5 Express time orally and in writing from a 24-hour digital clock.</p> <p>SS1.6 Express the time orally and in writing “minutes to” or</p>					

	<p>“minutes after” the hour.</p> <p>SS1.7 Explain the meaning of a.m. and p.m., and provide an example of an activity that occurs during the a.m., and another that occurs during the p.m.</p>					
<p>SS5.Demonstrate an understanding of line symmetry by:</p> <ul style="list-style-type: none"> • identifying symmetrical 2-D shapes • creating symmetrical 2-D shapes • drawing one or more lines of symmetry in a 2-D shape. <p>[C, CN, V]</p>	<p>SS5.1 Identify the characteristics of given symmetrical and non-symmetrical 2-D shapes.</p> <p>SS5.2 Sort a given set of 2-D shapes as symmetrical and non-symmetrical.</p> <p>SS5.3 Complete a symmetrical 2-D shape, given half the shape and its line of symmetry.</p> <p>SS5.4 Identify lines of symmetry of a given set of 2-D shapes, and explain why each shape is symmetrical.</p> <p>SS5.5 Determine whether or not a given 2-D shape is symmetrical by using an image reflector or by folding and superimposing.</p> <p>SS5.6 Create a symmetrical shape with and without manipulatives.</p> <p>SS5.7 Provide examples of symmetrical shapes found in the environment, and identify the line(s) of symmetry.</p> <p>SS5.8 Sort a given set of 2-D shapes as those that have no lines of symmetry, one line of symmetry or more than one line of symmetry.</p>					

Student Information Handout- High School

Glenda is entering Level One and is required to take Science 1206. She has spent 6 weeks this summer in Israel at the Weizmann Institute of Science in Israel doing field work. She received this opportunity as a result to winning the grand prize at the national science fair for her work on designing new vehicles for transporting raw materials at an iron ore mine. Her winning entry involved detailed graphing and calculations regarding velocity, slope, acceleration with accurate use of scientific notation, significant digits. Her work demonstrates a command of terms and values including instantaneous velocity, initial and terminal velocity, uniform and constant acceleration.

Selected Outcomes from Science 1206 for Modifying Up Activity

Student's Name: Glenda Sample

Course Name: Science 1206

Date: September 2015

Unit 4: Physical Science: Motion

R- Retain, D – Delete, C – Change, A - Add

Specific Outcomes	R	D	C	A	Changed Outcome
devise a method of representing the linear motion of two moving people or objects (215-2)					
develop appropriate sampling procedures for determining the speed of an object's linear motion 212-9)					
use instruments such as ticker timers, photogates, or motion sensors effectively and accurately for collecting data (213-3) – demonstrate the proper use of SI units – describe the role of instruments in experimental physics.					
evaluate the relevance, reliability, and adequacy of data and data collection methods (214-8) – distinguish between accuracy and precision of data					
identify and explain sources of errors and uncertainty in measurement, and express results in a form that acknowledges the degree of uncertainty (214-10) – record measurements using appropriate number of significant digits. – demonstrate the proper use of significant					

Specific Outcomes	R	D	C	A	Changed Outcome
digits during calculations – express measurements in scientific notation when appropriate.					
describe quantitatively, and analyze both graphically and mathematically, the relationship among distance, time, and speed of an object's linear motion (212-7, 325-1, 325-2) – define average speed and calculate it, given information about distance moved and time taken – explain what is meant by uniform motion - explain what is meant by instantaneous speed – carry out an experiment to measure the speed of an object at various points along its path, making use of ticker timers or micro-computer based laboratories, and analyze the data graphically – given the distance-time data, plot a d/t graph, appropriately labeled with the dependent and independent variables correctly placed – determine the slope of a d/t graph and state the physical significance of the slope – for a uniformly moving object, plot a speed-time graph and explain the physical significance of the y-intercept and the area under the graph – determine speed from a distance/time graph, and determine distance from a speed/time graph					
predict the time taken for a moving object to complete a course on the basis of initial measurements, estimated values, and an					

Specific Outcomes	R	D	C	A	Changed Outcome
understanding of the displacement, time, and, velocity relationship (212-4, 213-4)					
<p>describe quantitatively, and analyze both graphically and mathematically, the relationship among displacement, time, and velocity of an object's uniform motion (212-7, 325-1, 325-2)</p> <ul style="list-style-type: none"> – distinguish between scalar and vector quantities, using distance and displacement, and speed and velocity, respectively, as examples. – define average velocity, and explain why it is a vector quantity – given two (or a means of finding two) of average velocity, displacement and elapsed time, calculate the third quantity – determine velocity from a position-time graph, and determine displacement from a velocity-time graph – determine the direction of motion (positive or negative) of a uniformly moving object from its position-time graph, and its velocity-time graph 					
distinguish between average velocity and instantaneous velocity (325-3)					
<p>use instruments for collecting data on uniformly accelerated linear motion effectively and accurately (213-3)</p> <ul style="list-style-type: none"> - from the data obtained in the core lab, plot a position-time graph - given one of position or time, determine the other from a graph - determine the instantaneous velocity by taking the slope of a tangent drawn to the curve at a selected position or time on the graph and use velocities obtained in this way 					

Specific Outcomes	R	D	C	A	Changed Outcome
to plot a velocity-time graph					
<p>describe quantitatively, and analyze both graphically and mathematically, the relationship among velocity, time, and acceleration (212-7, 214-5, 325- 4)</p> <ul style="list-style-type: none"> - distinguish between uniform and non-uniform motion - explain what is meant by uniform or constant acceleration and explain why it is a vector quantity - define acceleration as the rate of change of velocity per unit of time - use the definition of acceleration to determine acceleration, initial velocity, final velocity, or time, given the other three - relate the slope of a linear velocity-time graph to the acceleration - calculate the area of a velocity time graph and relate it to the object's displacement - given the velocity-time graph for a uniformly accelerating object, determine its initial velocity and its acceleration - explain how one can tell from the position-time graph whether the magnitude of an object's velocity is increasing, decreasing, or constant - determine, at any time, the instantaneous velocity from a displacement/time graph for an object with zero acceleration or uniform acceleration. 					
distinguish between scientific questions and technological problems related to a motion research topic (115-1)					
describe the historic development of a motion technology (115-4)					

Specific Outcomes	R	D	C	A	Changed Outcome
evaluate the design of a motion technology and the way it functions with relation to safety, construction, and cost (118-3)					
evaluate the role of continued testing in the development and improvement of a motion technology (114-3)					
relate a research project on motion to studies in specific science disciplines and interdisciplinary studies (114-6)					
identify areas of further study related to science and technology of motion (117-8)					
describe examples of Canadian contributions to science and technology in the area of motion (117-10)					

Service Delivery Model: An Introduction

6.7 Alternate Programs and Courses

Time Frame: 30 minutes

Materials: Grid of Alternate Programs and Courses
Stickers of examples and definitions

Procedure: Reproduce the Grid of Program and Courses on ledger-sized (11x17 inches) paper
Print the examples on shipping labels (10 per page – 2 x 5)

1. Divide participants into groups of 3.
2. Participants will receive examples and definitions of alternate programming.
3. Participants will discuss each example, decide which type of alternate programming it is and place the sticker in the appropriate quadrant of the grid.

This completely replaces a prescribed subject area or high school level course. It involves curriculum significantly different from the student's current grade level.

The intensity and amount of time will vary. It addresses foundational skill outcomes required for current grade level curriculum.

This is the only type of alternate which is eligible for high school credit.

This is offered for 55 hours and deals with social skill development.

This is provided for 20 minutes a day for 6 weeks to foster communication skills.

This completely replaces a prescribed subject area or high school level course. It has outcomes that support student skill development for a student with a cognitive disorder.

This involves flexibility with regard to time requirements, scheduling, grouping, and setting. It addresses outcomes that support skill-based programming.

This may be appropriate for students with a cognitive disorder who are unsuccessful on the modified prescribed curriculum.

This is provided for 30 minutes twice a cycle during the winter semester for direct instruction in written output.

This provides math curriculum for a student who has previously mastered all of the math outcomes at his/her grade level.

<p>Alternate Course: Curricular</p>	<p>Alternate Program: Pre-requisite</p>
<p>Alternate Course: Non-curricular</p>	<p>Alternate Program: Non-curricular</p>

Answer Key:

Alternate Course: Curricular

- This completely replaces a prescribed subject area or high school level course. It involves curriculum significantly different from the student's current grade level.
- This is the only type of alternate which is eligible for high school credit.
- This may be appropriate for students with a cognitive disorder who are unsuccessful on the modified prescribed curriculum.
- This provides math curriculum for a student who has previously mastered all of the math outcomes at his/her grade level.

Alternate Course: Non-Curricular

- This completely replaces a prescribed subject area or high school level course. It has outcomes that support student skill development for a student with a cognitive disorder.
- This is offered for 55 hours and deals with social skill development.

Alternate Program: Pre-requisite

- The intensity and amount of time will vary. It addresses foundational skill outcomes required for current grade level curriculum.
- This is provided for 30 minutes twice a cycle during the winter semester for direct instruction in written output.

Alternate Program: Non-Curricular

- This involves flexibility with regard to time requirements, scheduling, grouping, and setting. It addresses outcomes that support skill-based programming.
- This is provided for 20 minutes a day for 6 weeks to foster communication skills.

Service Delivery Model: An Introduction

6.8 Alternate Program: Frequency and Duration

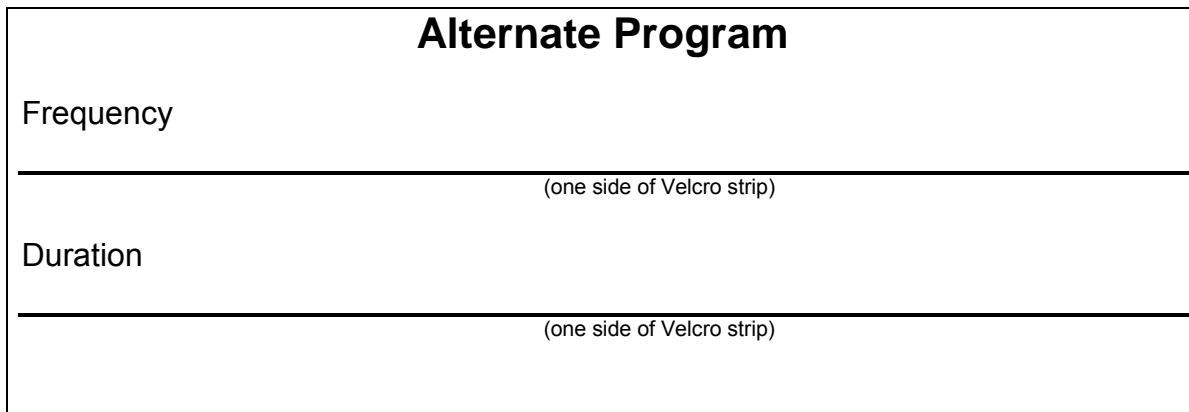
This activity should be preceded by **Activity 6.7** or an equivalent review of alternate programs.

Time: 10 minutes

Materials: Alternate Program Board
or
Power Point slide

Materials to make the Alternate Program Board:

- Foam board
- 1" self-adhesive Velcro strips (2 strips almost the landscape length of the foam board)
- Letters spelling "Alternate Program", "frequency" and "duration"
- Two buttons
- Glue



Glue the letters and one side of the Velcro strip to the foam board as shown in the diagram above. Glue a piece of the other side of the Velcro to each of the two buttons. One button is placed on each Velcro strip on the foam board.

The foam board provides the presenter with a visual tool to explain the flexible timelines of an alternate program. The line on the board marked frequency represents the range between a low frequency course and a high frequency course. The line on the board marked duration represents the range between a short duration and a long duration. The button moves along each of these lines and exhibits the options program planning teams have with respect to the creation of an alternate program.

Points for the presenter to make during the discussion:

- A program is shorter in frequency and/or duration than a 55 hour course. A program will not have maximum frequency and duration.
The presenter can show this visually by moving both buttons to the highest point - extreme right from viewer perspective - on each line.
- A program with a high frequency will have a shorter duration.
The presenter can show this visually by having the frequency button in a high position and the duration button in a low position.
- A program with a long duration will have a lower frequency.
The presenter can show this visually by having the duration button in a high position and the frequency button in a low position.
- A program may have both a short frequency and a short duration.
The presenter can show this visually by having the frequency and duration buttons in low positions.
- Within these guidelines, program planning teams determine frequency and duration. Program planning teams have a lot of flexibility in determining how often a program occurs and for how long.
- Alternate programs must contain outcomes that are achievable within the timeframe allotted. Programs are to undergo continual monitoring to gauge their success. If the program is not addressing the student's strengths and needs, it may be revised, discontinued, or replaced. If a program is successful, there may be another program warranted to further develop these areas.

Service Delivery Model: An Introduction

Activity 6.9 Guidelines for Decision Making Activity

Time Frame: 45 to 60 minutes

Materials: Part I

Chart paper
Markers

Part II

Sample school programming profiles
Sample alternate programming profiles

The new service delivery model provides more service options than its predecessor. This activity explores the increase in options, and evolving teacher roles, scheduling, and service delivery.

Part I

1. Brainstorm as a large group what service options are available under the service delivery model.
2. The presenter will record the group's brainstorm on chart paper and post it.

Some of the ideas participants might brainstorm include:

Options for Delivery
<ul style="list-style-type: none">• Prescribed Curriculum – classroom delivery• Prescribed Curriculum with Accommodations – classroom delivery• Modified Prescribed Course – classroom delivery• Modified Prescribed Course with Accommodations – classroom delivery• Instruction Around Accommodations – classroom delivery• Instruction Around Accommodations – alternate setting delivery• Instruction Around Accommodations – classroom & alternate setting delivery• Pre-requisite Alternate Program (tailored frequency & duration) – classroom delivery• Pre-requisite Alternate Program (tailored frequency & duration) – alternate setting delivery• Pre-requisite Alternate Program (tailored frequency & duration) – classroom & alternate setting delivery• Non-curricular Alternate Program (tailored frequency & duration) – classroom delivery• Non-curricular Alternate Program (tailored frequency & duration) – alternate setting delivery• Non-curricular Alternate Program (tailored frequency & duration) – classroom &

alternate setting delivery

- Curricular Alternate Course – classroom delivery
- Curricular Alternate Course – alternate setting delivery
- Curricular Alternate Course – classroom & alternate setting delivery
- Non-curricular Alternate Course – classroom delivery
- Non-curricular Alternate Course – alternate setting delivery
- Non-curricular Alternate Course – classroom & alternate setting delivery
- Alternate Curriculum – classroom delivery
- Alternate Curriculum – alternate setting delivery
- Alternate Curriculum – classroom and alternate setting delivery

Part II

Once the lists are compiled, participants can be assigned to small groups to discuss questions related to the brainstorm. Depending on the time the presenter has, the questions might be divided among the small groups or each small group may be assigned all the questions. Small groups share their discussions with the larger group.

1. How does the provision of options support an inclusive philosophy?
2. How have classroom and instructional resource teacher roles changed? How have they remained the same?
3. Given the programming options detailed in the service delivery model, can special education timetables be developed separately and without consideration of larger school “prescribed curriculum” timetables? Why or why not?
4. What information does a school need to know to schedule alternate programming?
School programming profiles may be beneficial to groups discussing question 4.
5. What information do districts require in determining the nature of instructional strengths and needs in a school?
Alternate programming profiles may be beneficial to groups discussing questions 5

6.9 Sample Alternate Programming Profile

School Name and Number									
Student Name	Alternate Curriculum	Alternate Course		Alternate Program			Instruction Around Accommodations		
		Code & Title	Setting	Code & Title	Setting	Time	Accommodation	Setting	Time

Codes:

For Alternate Course please indicate: CAC (curricular alternate course) or NCC (non-curricular course)

For Alternate Program please indicate: PP (prerequisite program) or NCP (non-curricular program)

For Setting please indicate C (classroom) and/or A(alternate)

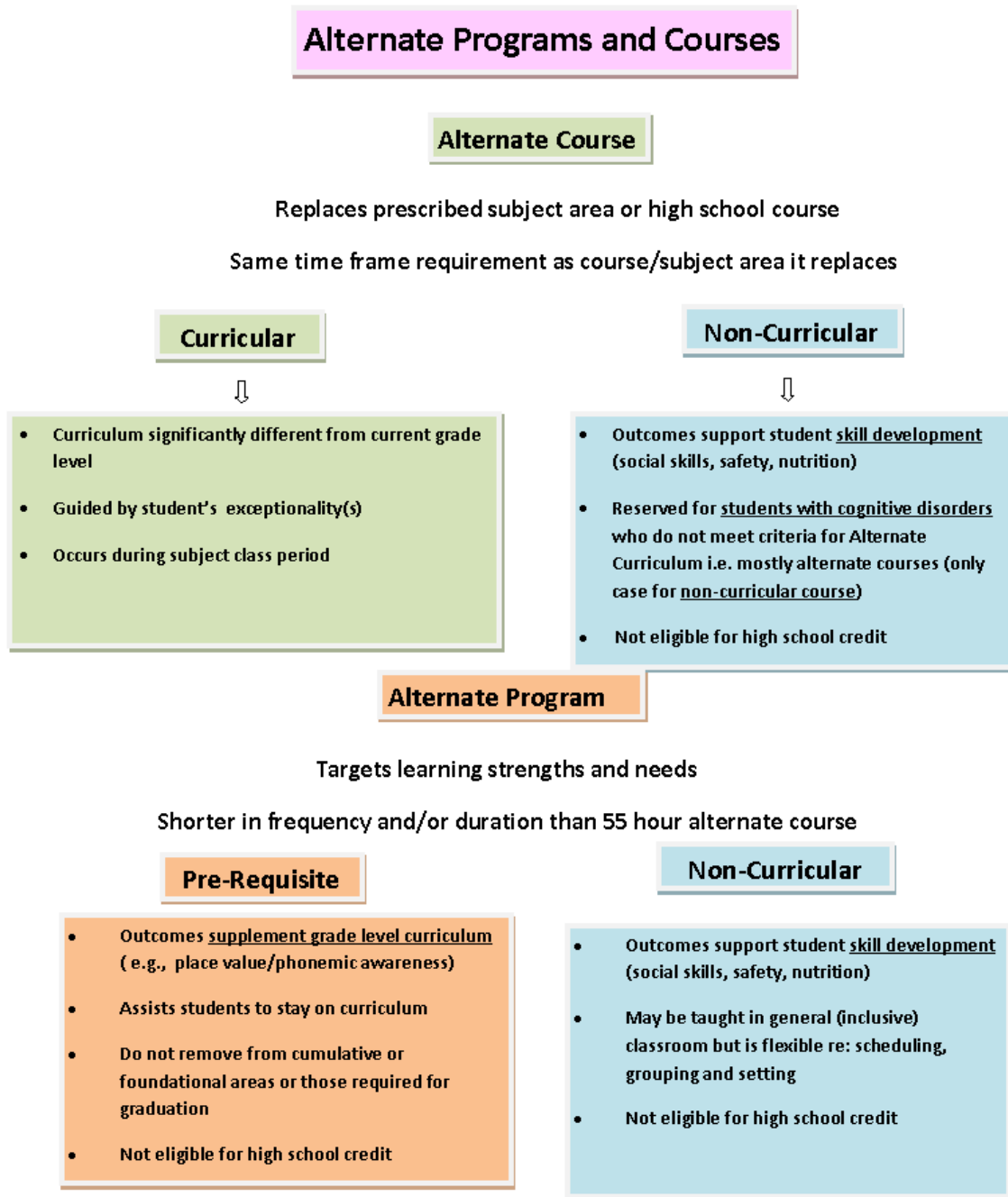
6.9 Sample School Programming Profile

School name and number:		School population:			Multi-grade: <input type="checkbox"/> Yes <input type="checkbox"/> No			# of administration units:			# of FTE teaching units:			
Specialized Programming														
<input type="checkbox"/> French Immersion <input type="checkbox"/> Intensive Core French <input type="checkbox"/> ESL <input type="checkbox"/> LEARN Program <input type="checkbox"/> CDLI <input type="checkbox"/> Other:(specify) _____														
# of Guidance units	# of IRT units	# of students requiring accommodations	Modified courses		Alternate courses				Alternate programs					
					Curricular		Non-curricular		Pre-requisite		Non-curricular			
		# of student requiring instruction around accommodations	# of students	# of courses	# of students	# of courses	# of students	# of courses	# of students	# of programs	# of students	# of programs		
# of students at each grade level	K	1	2	3	4	5	6	7	8	9	10	11	12	
# of students receiving special education support	K	1	2	3	4	5	6	7	8	9	10	11	12	
Pervasive Needs: To complete this section, please see guidelines on the next page.														
# of students requiring Alternate Curriculum								# of students whose program consists of more than 75% in alternate programs/courses:						
# of students whose behaviour, related to a diagnosed exceptionality, poses risk for harm								# students with PDD with significant needs related to the disorder						

Service Delivery Model: An Introduction

6.10 Additional Resources

Alternate Program and Course graphic summary – please use digital version for duplication



What is an alternate program:



- Offered in the least restrictive and most inclusive environment
- Respects the dignity of the student
- Created to address the strengths and needs of an individual student

What is not an alternate program:



- Instruction around an accommodation
- Skill-based programming that is part of grade level curriculum
- Re-teaching of curricular outcomes by IRT

When can pull-out instruction occur?



- Pull out for pre-requisite and/or non-curricular programs can occur during non-foundational or non-cumulative areas.
- A curricular course (significantly different from grade level) should occur during the class's scheduled time for that particular subject area.
- It is demonstrated that optimal learning cannot occur in the regular classroom.
- There is a plan to review placement in an alternate setting.
- The purpose, timelines, intended outcomes, and evaluation plan are all clearly stated.
- It respects the dignity of the student.

*Based on a graphic prepared by Bonnie Woodland,
Itinerant for Student Support Services,
Eastern School District.*