

Elementary Special Education Service Delivery Continuum

This table provides a list of service delivery models provided for students with IEPs in Seattle Public Schools. Models are presented in six continuum categories: 1) one-year intensive kindergarten intervention and diagnostic continuum, 2) high incidence continuum, 3) low incidence continuum, 4) behavior intervention continuum, 5) autism continuum, and 6) programs specifically designed to meet needs of students with sensory disabilities. IEP teams can use this information to better understand the typical services each model provides and after reviewing the needs of a particular student, use this information to identify the service delivery model that can most appropriately be tailored to meet the student’s special education needs.

One-Year Intensive Kindergarten Intervention and Diagnostic Continuum: Program designed to provide special education intervention services for students who, with one year of intensive support may transition to a general education kindergarten or first grade with special education resource support or to a self-contained non-behavior focused special education program.							
Model	Range of Disabilities Served	Student Academic Needs (Reading, Writing, Math)	Additional Curricular Focus Areas	Teachers	Instructional Assistants	Students	Learning Environment
Blended Social Skills Kindergarten	Students with mild to moderate developmental disabilities with specific needs in the social skills domain.	Working toward proficiency in GLEs at grade level for the majority of the school day. Students do not typically qualify for SDI in the academic domain.	Social skills focused on interpersonal and self-management, and skills for being a successful student.	1 Special education teacher 1 general education teacher	0	17 general education students 5 students with IEPs	Learning alongside general and special education peers in the blended classroom. This class serves as the students’ general education experience.
Blended Kindergarten	Students with mild developmental disabilities. Students typically have academic needs and/or needs in another area (e.g., communication, motor)	Working toward proficiency in GLEs that are at grade level SDI focused on GLEs slightly below grade level.	Social skills and skills for being a successful student.	1 Special education teacher	1 Assistant	10 general education students 7 students with IEPs	Learning alongside general and special education peers in the blended classroom. This class serves as the students’ general education experience.
Behavior Kindergarten	Students with significant disabilities in behavioral issues, including students with learning disabilities, health impairments and/or experiencing significant behavioral challenges.	Working toward proficiency in GLEs that are at or slightly below grade level SDI in GLEs that are at or slightly below grade level	Behavioral skills including development of prosocial skills for managing own behavior.	1 Special education teacher	2 Assistants	10 students with IEPs	Learning alongside other students experiencing significant behavior challenges. Environment provides an intensive behaviorally focused curriculum and overall management plan to support student needs. Students participate in general education settings as determined by the IEP team.
Transitional Kindergarten	Students with mild to moderate developmental disabilities with a combination of academic, cognitive, health, adaptive/life skills, and/or behavioral/social/emotional challenges.	Working toward proficiency in GLEs that are slightly below grade level SDI in GLEs that are slightly to more significantly below grade level	Communication, social skills, and adaptive skills.	1 Special education teacher	1 Assistant	12 students with IEPs	Students participate in general education settings as determined by the IEP team.

High Incidence Continuum: Programs designed to meet the needs of students with primary academically-related disabilities potentially combined with mild to moderate cognitive disabilities, behavioral/social/emotional disabilities, health impairments, and/or other disabilities.							
Model	Range of Disabilities Served	Student Academic Needs (Reading, Writing, Math)	Additional Curricular Focus Areas	Teachers	Instructional Assistants	Students	Learning Environment
Resource Room	Students with mild to moderate disabilities across all disability categories. Vast majority of students have academic needs or learning disabilities in one or more core academic areas.	Working toward proficiency in GLEs at grade level for the majority of the school day SDI focused on GLEs slightly below grade level in one or two areas.	Potential needs in organizational and social/behavioral domains.	1 Special education	0	22 students with IEPs (students typically served in small group arrangements of 3-7 students)	Learning alongside general education peers for the majority of the day.
Generic Self-Contained	Students with mild to moderate developmental disabilities across all disability categories. Need more support than provided through a resource room model.	SDI in GLEs that are moderately to significantly below grade level in a number of core areas combined with organizational, social/emotional and behavioral supports as appropriate	Potential needs in organizational, adaptive/life skills, and social/emotional and behavioral skill domains.	1 Special education teacher	1 Assistant	Primary programs: 13 students with IEPs Intermediate programs: 14 students with IEPs	Students participate in general education settings as determined by the IEP team.
Dyspraxic	Students with moderate to more severe needs in communication development (i.e., oral motor, speech and/or language), and motor skills. Serves students with learning disabilities, communication disorders, health impairments, and motor disabilities.	Working toward proficiency in GLEs that are slightly below grade level. SDI in GLEs that are slightly to more significantly below grade level	Language and motor development.	1 Special education teacher	1 Assistant	9 students with IEPs	Students participate in general education settings as determined by the IEP team.

Low Incidence Continuum: Programs designed to meet the needs of students with moderate to severe/profound disabilities.							
Model	Range of Disabilities Served	Student Academic Needs (Reading, Writing, Math)	Additional Curricular Focus Areas	Teachers	Instructional Assistants	Students	Learning Environment
Low Incidence A Inclusion	Students with moderate developmental disabilities and specific needs in social skills and communication domains. Includes students with Down Syndrome, mild to moderate cognitive disabilities, motor or sensory disabilities.	Working toward proficiency in GLEs that are slightly below grade level SDI in GLEs that are slightly to more significantly below grade level	Social/emotional skills.	1 Special education teacher	1 Assistant	9 students with IEPs	Learning alongside general education peers for the majority of the day supported with accommodations provided by the general education teacher and intermittent supports from special education staff.
Low Incidence A Self-Contained	Students with moderate to severe disabilities.	SDI in GLEs that are moderately to significantly below grade level and EALR Extensions	Language and motor development, adaptive/life skills, self-help, and social/emotional skills.	1 Special education teacher	1 Assistant	9 students with IEPs	Students participate in general education settings as determined by the IEP team.
Low Incidence B Self-Contained	Students with significant medical challenges or severe to profound disabilities.	SDI in EALR Extensions	Language and motor development, adaptive/life skills, self-help, and social/emotional skills.	1 Special education teacher	2 Assistants	8 students with IEPs	Students participate in general education settings as determined by the IEP team.

Behavior Intervention Continuum: Programs designed to meet needs of students with behavioral and social/emotional issues.							
Model	Range of Disabilities Served	Student Academic Needs (Reading, Writing, Math)	Additional Curricular Focus Areas	Teachers	Instructional Assistants	Students	Learning Environment
ADHD	Students diagnosed or suspected of having a health impairment or social/emotional needs linked to attention deficit, hyperactivity disorder. Students have specific needs in interpersonal skills and skills for managing impulsivity and hyperactivity.	Working toward proficiency in GLEs that are at or slightly below grade level SDI in GLEs that are slightly to moderately below grade level.	Self-management, interpersonal skills, and social and behavioral supports.	1 Special education teacher	2 Assistants	10 students with IEPs	Students participate in general education settings as determined by the IEP team.
Behavior Intervention Program (BIP)	Students with significant disabilities in behavioral and social skill domains. Serves students with learning disabilities, health impairments, developmental disabilities, and/or emotional disabilities.	Working toward proficiency in GLEs that are at to slightly below grade level SDI in GLEs that are slightly to moderately below grade level	Self-management, interpersonal skills, and social and behavioral supports.	1 Special education teacher	2 Assistants	10 students with IEPs	Students participate in general education settings as determined by the IEP team.
Academically Behaviorally Challenged (ABC)	Students with moderate to more significant disabilities with significant needs in academics combined with behavioral and social skills domains. Serves students with significant learning disabilities, health impairments, and/or emotional disabilities.	SDI in GLEs that are moderately to significantly below grade level and/or EALR Extensions	Self-management, interpersonal skills, and social and behavioral supports.	1 Special education teacher	2 Assistants	10 students with IEPs	Students participate in general education settings as determined by the IEP team.

Autism Continuum: Programs designed to meet needs of students diagnosed or suspected of having Autism.							
Model	Range of Disabilities Served	Student Academic Needs (Reading, Writing, Math)	Additional Curricular Focus Areas	Teachers	Instructional Assistants	Students	Learning Environment
Autism Inclusion	Students diagnosed or suspected of having Asperger's/high functioning Autism . Students need supports that emphasize strategies specific to autism.	Working toward proficiency in GLEs that are at or slightly below grade level SDI in GLEs that are slightly to moderately below grade level	Language, self-help, self-regulatory, sensory needs, and social skills.	1 Special education teacher	2 Assistants	8 students with IEPs	Learning alongside general education peers for the majority of the day supported with accommodations provided by the general education teacher and intermittent support from special education staff.
Autism Self-Contained	Students diagnosed or suspected of having Autism. Students need more support than provided through the inclusion model.	SDI in GLEs significantly below grade level and EALR Extensions	Language, self-help, self-regulatory, sensory needs, and social skills.	1 Special education teacher	2 Assistants	8 students with IEPs	Students participate in general education settings as determined by the IEP team.

Programs Specifically Designed to Meet Needs of Students with Sensory Disabilities: Programs designed to meet needs of students with disabilities in the area of vision and/or deaf/hard of hearing.							
Model	Range of Disabilities Served	Student Academic Needs (Reading, Writing, Math)	Additional Curricular Focus Areas	Teachers	Instructional Assistants	Students	Learning Environment
Vision	Students with visual impairments.	Working toward proficiency in GLEs at or slightly below grade level SDI in GLEs slightly to significantly below grade level and/or EALR Extensions	Development of orientation and mobility and skills in using large print, Braille and other assistive technology devices.	Itinerant Services			Learning alongside general education peers for the majority of the day.
Deaf/Hard-or-Hearing	Students who are deaf or hard-of-hearing.	Working toward proficiency in GLEs at or slightly below grade level SDI in GLEs slightly to significantly below grade level and/or EALR Extensions	Development of communication skills.	1 Special education Teacher	1 Assistant	9 students with IEPs	Students participate in general education settings as determined by the IEP team. Interpreters are provided as needed.

Glossary

GLEs: grade level expectations established by the Office of the Superintendent of Public Instruction. Indicate what students are to know and be able to do at each grade in core academic areas.

EALR Extensions: performance expectations for students with more significant disabilities developed by the Office of the Superintendent of Public Instruction. Indicate what students are to know and be able to do in terms of social, communication, and motor skills that are foundational to academic skills (e.g., in reading, turning pages at appropriate times).

SDI: Specially designed instruction which is instruction provided in areas in which the student was determined to be qualified through a Special education evaluation/reevaluation process.