

# Least to Most Restrictive Supports within SPS Continuum of Special Education Services

## General Education Classroom: Consultation Model

All time spent with typical peers

Focus on  
Accommodations/Modifications

No special education services



## General Education Classroom: Collaborative & CoTeaching Models

All time spent with typical peers

Focus on Accessing General Ed  
Curriculum

Services provided in the gen ed  
classroom



## Mix of General and Special Education Classroom: CoTeaching and Partial Adjusted Curriculum Model

Students have balanced access to typical and disabled  
peer

Services provided in the general education classroom,  
as well as in a special education classroom

## Special Education Classroom: Full Adjusted Curriculum & Special Programs Models

More time with disabled than typical peers

All services provided in the special education classroom, student spends intermittent time in general education on his own

Modified curriculum, implementation of behavior plans, assistive technology use, special transportation



## Special Education Classroom: Special Programs Model (Alternative and Therapeutic Learning Centers, Life Skills Program, PreK, 18-21 year old transition)

Most of the day with disabled peers

All services provided in the special education classroom, student spends no time in general education without adult assistance

Modified curriculum, adjusted school day schedule, behavior intervention plan, assistive technology use, special transportation, services after 18 years old



## Special Education Setting: Out of District Placement

No access to typical peers

All services provided at an alternative school outside of the school district that specializes in providing for specific student needs.

May include residential options, and intensive academic, behavioral, adaptive, language, and vocational services