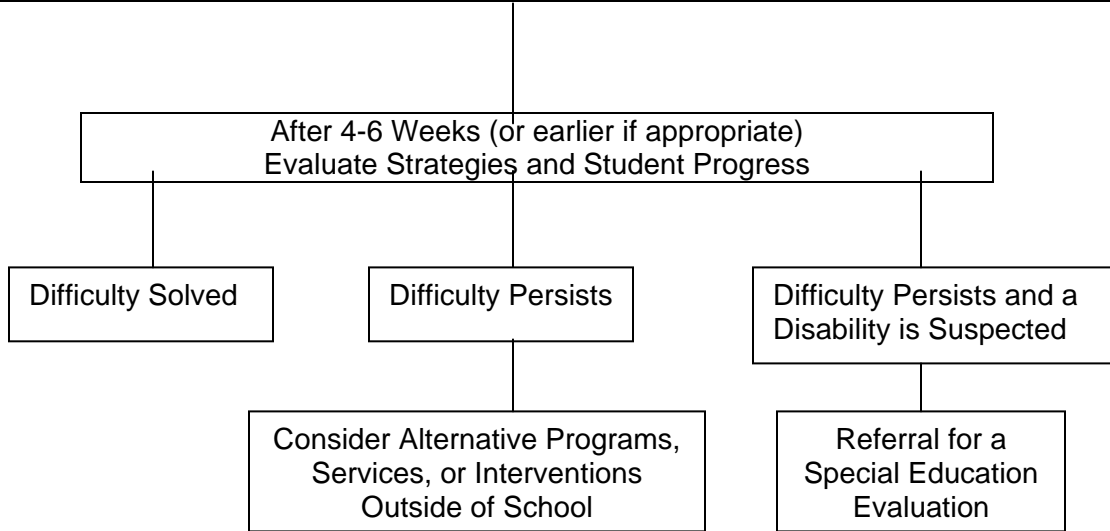


TABLE 1 - INSTRUCTIONAL SUPPORT INTERVENTION PROCESS
(Excerpt from “Is Special Education the Right Service?”)**

Student Experiences School Difficulties*

Gather Available Information	
<ul style="list-style-type: none"> ◆ Consult with student, parent(s), and other professionals ◆ Consider cultural and linguistic background of the student ◆ Review portfolio of student's work ◆ Review student's educational history 	<ul style="list-style-type: none"> ◆ Conduct observation of student in multiple environments ◆ Assess student's performance in curriculum areas ◆ Identify student's learning profile ◆ Review student's work habits
Identify Student Strengths and Needs	
Identify and Implement Strategies	
<ul style="list-style-type: none"> ◆ Use of instructional support services, consultative services, building-based teams, enrichment programs, and academic support programs ◆ Accommodations to the curriculum ◆ Accommodations in teaching strategies, teaching environments, or materials 	



***Note: The law requires that no instructional support program nor any other intervention limits the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parental consent to evaluate, then evaluation information from any instructional support program should be made available to the special education Team to consider when determining if the student is eligible for special education.**

**** Instructional support services, early intervening, and Response to Intervention must be based on scientific, researched-based interventions.**