



Service Delivery Considerations For the Physical/Health Disabilities (P/HD) Teacher

Service Delivery Models

"Direct services" means special education services provided by a teacher or a related service professional when the services are related to instruction, including cooperative teaching.

M.R. 3525.0210 subp. 14.

"Indirect services" means special education services which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe. Indirect services may be provided by a teacher or related services professional to another regular education, special education teacher, related services professional, paraprofessional, support staff, parents, and public and nonpublic agencies to the extent that the services are written in the pupil's IEP and IFSP. **M.R. 3525.0210 subp. 27.**

Considerations for Service Provided by the P/HD Teacher

- As a member of the school team providing special education services and supports to a student with a physical or chronic/acute health disability, endorse an *evidence-based collaborative instruction model* that provides support for:
 - Differentiated instruction in curriculum areas
 - Instruction in self-management and self-advocacy, including the areas of organizational strategies and work completion
 - The provision of disability-related resources, curriculum, instructional methods, environmental adaptations, and ongoing progress monitoring and evaluation
 - Academic and emotional/behavioral growth and skill development, which promotes self-determination and independence
- Direct and indirect services are an outgrowth of the student's current level of performance and educational needs. Resulting goals and objectives should be collaboratively developed by the team, utilizing the expertise of specialists such as the P/HD teacher, and integrated in a clearly defined and measurable manner.
- Discuss how P/HD teacher services support and align with IEP goals. If considering direct service, discuss rationale, length of time, transition to indirect services, etc. Document services, accommodations, time lines and staff responsibilities on the student's IEP.
- As a team, address assistive technology supports throughout the student's day.
- Provide consultation and support to the team with regard to ECSE/inter-grade/secondary transitions.
- Discuss, plan, and assist teams with short and long term planning, addressing educational needs and accommodations that are often associated with physical and/or chronic health impairments through early childhood, adolescence and young adulthood.