**Documentation of Service Time for Inclusion Students**

**What is service time?**

Service time is the amount of time spent collaborating and designing specialized instruction for each special education student. Service time is the amount of time needed to meet each student’s individual needs and goals per their IEP.

**Why must service time be documented?**

The purpose of documenting service time (i.e., Service Level) is to quantify how much specialized service a child is receiving. Student service levels drive campus funding of special education teachers (FTEs). Service time should not be overstated, but rather must be an accurate reflection of what is needed to implement the student’s IEP.

**Who may provide documentable service time?**

Special Education Teachers General Education Teachers Instructional Assistants

Speech and Language Specialists Occupational and Physical Therapists Social Workers

Job Coaches Sign Language Interpreters Psychologists

Orientation and Mobility Specialists Hearing/Audiology Specialists

**How is service time calculated and documented?**

There is no formula, no “Golden Rule” for the documentation of service time. Service time is based on individual student needs and therefore may not be a fixed or standardized amount of time. When calculating service time, you are quantifying how much service each child is receiving.

For inclusion in the general education classroom, special education services may be provided through different models including collaboration, team-teaching, or a mixed model. “Case management” and “monitoring” are not service which can be used in calculating a student’s Service Level. Each model requires some degree of special education/general education collaboration. The purpose of collaboration is to design special education instruction to be delivered in the general education classroom. In the collaborative model of inclusion, the special education teacher must collaborate with the general education teacher at least twice a week. This weekly collaboration must be documented, preferably by sign-in sheets and notes. The general education teacher should document the area(s) of specialized instruction he/she is providing for each special education student.

The preferred documentation for teachers to utilize is contemporaneous, handwritten notes. These notes can be written on printed lesson plans, in a small notebook or composition book, or on a retrieval chart or standardized form.

**What areas can be modified and therefore documented for service time by the general education teacher?**

* Content
* Methods (both instruction and evaluation)
* Pacing
* Materials

**What areas cannot be documented for service time by the general education teacher?**

The use of simple accommodations such as preferential seating, allowing a student to get up and move (run errands etc.), general cooperative grouping activities, answering student questions, any task that all students are required to complete/participate in without modification. In addition, neither “case management” nor “monitoring” may be counted in calculating a student’s service time (Service Level).

**What are some examples of individualized tasks for special education students carried out by the general education teacher that may be documented as service time?**

|  |
| --- |
| Providing adapted reading and study materials appropriate to student’s skill levels |
| Adapting learning activities to reduce the amount of reading/writing required |
| Adapting testing situations |
| Rewriting important parts of texts in simpler language |
| Tape recording readings of the text |
| Creating videotape presentations of specific procedures |
| Teaching unfamiliar vocabulary separately using direct instruction |
| Designing and creating rubrics, activity checklists, and self-monitoring checklists |
| Providing additional instructions – pictorial, written, recorded |
| Utilizing and maintaining a journal that travels back and forth between teachers and parents |
| Creating closing summaries for lesson |
| Creating performance-based assessments |
| Creating language cards for specific vocabulary |
| Adapting worksheets to reduce literacy demands |
| Generating task analysis |
| Creating visual cues such as visual schedules, daily schedules, task cards, first-then boards… |
| Creating a curriculum map (organizer that shows the organizational structure of the content in relation to the previous units of study and the rest of the curriculum) |
| Breaking down assignments into small isolated steps |
| Designing tiered lessons/assignments, menus, contracts, centers, differentiated questioning, reading bookmarks |
| Taking student’s dictated responses |
| Making flipbooks for visual and kinesthetic learners |
| Providing scaffolding to help students continue to work on fewer tasks until they achieve higher levels of performance |
| Creating student portfolios and sending regular portfolio reports home to parents |