

## **Strategy Scenario**

**Strategy:** Frames, Type 1

**Content:** Special Ed.  
Survey class

**Title:** Service Delivery Models

**Time Required:** 30 minutes

**Number of Participants:**30

**Target Audience:** College undergraduate students

**Goal of activity:** To identify major components of the service delivery models

**Purpose of script:** To demonstrate the use of a frame, type 1 as a means of learning defined concept

**Learning Outcomes (s), Gagne's Taxonomy:** Intellectual skills: defined concept, verbal information

**Learning Outcomes (s), Bloom's Taxonomy:** Knowledge

**Entry Skills:** College undergraduate students of average intellectual ability

**Setting:** Classroom

**Media:** Overhead projector, textbook

**Process:** The students complete the frames, type 1 on the information about service delivery models. The instructor will provide guidance as needed.

**Strategy Assessment:** The students will be given a fill-in-the-blank test. The teacher will assess the use of the strategy by asking the students how they recalled the information about service delivery models.

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### **References:**

- West, C.K., Farmer, J.A., & Wolff, P.M. (1991) *Instructional Design: Implications from cognitive science*. Englewood Cliffs, NJ: Prentice Hall

- **Hallahan, D.P., & Kauffman, J.M. (1994). Exceptional Learners: Introduction to special education (7<sup>th</sup> ed.). Massachusetts: Allyn and Bacon.**

**Fill in the missing information in the shaded areas for the different components of the service alternatives for special education. (14-18)**

**Service Alternatives for Special Education**

Type of Placement	Features	Students	Role of SPED
Regular Class		-Mild LD, MR, BD, Physical Disability	-None
Special Educator Consultation	-Occasional help from SPED -Totally integrated -May not be officially identified	-Mild LD, BD, MR	
Itinerant Teacher		-Visual impairment -Physical disability -Communication disorders	-Visit classes regularly -Make appropriate adaptations of instructions and materials -Works towards total integration of student
Resource Teacher		-Mild to moderate LD, BD -Communication disorder -Hearing impairment	
	-develops plans or prescription for regular or special ed teachers -recommendations are made	-Mild disability	-makes comprehensive assessment of student's educational strengths and weaknesses

Type of Placement	Features	Students	Role of SPED
Hospital			
Self-Contained Class		-Moderate to severe MR, BD	
Special Day School	-Special education teacher provides all instruction in separate school -Student mostly or totally segregated from regular school		-To manage and teach individuals and/or small groups -To work towards total integration in regular school
		-Severe or Profound Mental Retardation or Behavior Disorder	-Same as special school -Works with residential staff to make certain school program is integrated with mostly nonschool activities

- **What setting would be the most integrated for a special education student?**
- **What setting would be the least integrated?**