

INSTRUCTION VS SUPPORT

The purpose of defining and differentiating between instruction and support is to better communicate the type of service a student is receiving.

“Instruction” is used when we are teaching new skills that are not part of the gen ed curriculum. There should be lesson plans and interventions to match the student’s needs. There should be designated times to teach the skills.

Some instructional services are:

- 1) to teach fluency skills
- 2) to teach comprehension skills
- 3) to teach computation skills
- 4) to teach anger management skills
- 5) to teach strategies and coping skills for anxiety
- 6) to teach organizational skills
- 7) to teach writing skills

“Support” is used when we are increasing the likelihood a student will use a skill within the gen ed curriculum. With support, we are increasing the likelihood that the student will be successful. There is no new instruction with support. Additional time practicing a gen ed skill, however, would fall under support.

Some supportive services are:

- 1) a behavior contract,
- 2) visual cues,
- 3) use of a sensory room
- 4) verbal prompts
- 5) accommodations (calculator, tests read)
- 6) homework help for gen ed courses
- 7) check in / check out

Here is an example of both: A student receives **instruction** on how to use a visual schedule. After he learns to use it, the student receives the **support** of a visual schedule to alleviate anxiety during a day.

Do not include specific strategies in IEPs.

Do not name staff members to deliver the service. Unless it has to be delivered by a therapist or SLP, there will be no titles designating a person. The teacher of record is always ultimately responsible for the provision. The actual service delivery, however, may be delegated to someone else.